IMPACT OF SOCIAL MEDIA ADDICTION ON ADJUSTMENT, METACOGNITIVE SKILLS, AND PSYCHOLOGICAL WELL-BEING OF PROSPECTIVE TEACHERS

SYNOPSIS OF THE THESIS

Submitted by

Jaggi Devi

Registration No.: **AU23EDPhD0107**

Under supervision of

Asst. Prof. (Dr.) Sita Devi

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION,

FACULTY OF EDUCATION, BASIC SCIENCES AND HUMANITIES

ABHILASHI UNIVERSITY

CHAIL CHOWK, MANDI (H.P.) – 175028

JULY, 2025

IMPACT OF SOCIAL MEDIA ADDICTION ON ADJUSTMENT, METACOGNITIVE SKILLS, AND PSYCHOLOGICAL WELL-BEING OF PROSPECTIVE TEACHERS

SYNOPSIS OF THE THESIS

Submitted by

Jaggi Devi

Registration No.: **AU23EDPhD0107**

Under supervision of

Dr. Sita Devi

Assistant Professor

In Partial Fulfillment of the Requirements

For the Degree of

DOCTOR OF PHILOSOPHY

SCHOOL OF EDUCATION,

FACULTY OF EDUCATION, BASIC SCIENCES AND HUMANITIES

ABHILASHI UNIVERSITY

CHAIL CHOWK, MANDI (H.P.) – 175028

JULY, 2025

DECLARATION

I hereby declare that the synopsis of thesis entitled **"IMPACT OF SOCIAL MEDIA ADDICTION ON ADJUSTMENT, METACOGNITIVE SKILLS, AND PSYCHOLOGICAL WELL-BEING OF PROSPECTIVE TEACHERS"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: CHAILCHOWK

Date: 10-8-2025

Signature of the Scholar

Name of Scholar Jaggi Devi

Forwarded by: Concern Supervisor

Place: CHAILCHOWK

Date: 10-8-2025

Signature of the Supervisor

Name of the Supervisor

CERTIFICATE

This is to certify that the synopsis of thesis entitled," **IMPACT OF SOCIAL MEDIA ADDICTION ON ADJUSTMENT, METACOGNITIVE SKILLS, AND PSYCHOLOGICAL WELL-BEING OF PROSPECTIVE TEACHERS"** is an original piece of work done by **Jaggi Devi** under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail-Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

Place: CHAILCHOWK

Date: 10-8-2025

Signature of the Supervisor

Name of the Supervisor

DECLARATION

I hereby declare that the synopsis of thesis entitled **"IMPACT OF SOCIAL MEDIA ADDICTION ON ADJUSTMENT, METACOGNITIVE SKILLS, AND PSYCHOLOGICAL WELL-BEING OF PROSPECTIVE TEACHERS"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University or Institution for the award of any degree or diploma.

Place: **Signature of the Scholar**

Date: **Name of Scholar**

Forwarded by: Concern Supervisor

Place: **Signature of the Supervisor**

Date: **Name of the Supervisor**

CERTIFICATE

This is to certify that the synopsis of thesis entitled,“ **IMPACT OF SOCIAL MEDIA ADDICTION ON ADJUSTMENT, METACOGNITIVE SKILLS, AND PSYCHOLOGICAL WELL-BEING OF PROSPECTIVE TEACHERS”** is an original piece of work done by Jaggi Devi under my supervision for the degree of Doctor of Philosophy, in Abhilashi University Chail-Chowk Mandi H.P. I also certify that this work has not been submitted to any other University for a Ph.D. degree.

.

Place: **Signature of the Supervisor**

Date: **Name of the Supervisor**

“IMPACT OF SOCIAL MEDIA ADDICTION ON ADJUSTMENT, METACOGNITIVE SKILLS, AND PSYCHOLOGICAL WELL-BEING OF PROSPECTIVE TEACHERS”

1. Theoretical Framework

“Social media is addictive precisely because its activities the same circuitry in the brain as taking a drug.” **Jesse Singal**

Social media encompasses internet-based platforms that enable users to communicate, collaborate, and share various forms of content-ranging from text and images to audio and video-across virtual communities. In the context of education, social media is increasingly being utilized as a powerful tool to supplement traditional teaching methods and promote interactive learning experiences.

Today, social media has become a vital component of daily life, deeply influencing societal structures and interactions. It plays a significant role in shaping the fabric of Indian society, acting both as a catalyst for connection and a source of emerging challenges. Platforms like Facebook, Instagram, Twitter, WhatsApp, and YouTube have revolutionized information exchange and communication. However, the widespread use of these platforms also raises concerns regarding privacy, distraction, misinformation, and overdependence.

India stands as the second-largest internet market globally, with over 650 million active users as of December 2020. A large proportion of this demographic is the youth-almost 600 million individuals under the age of 25-making them the primary drivers of digital engagement. While this active participation can lead to social and educational empowerment, excessive screen time and misplaced focus may divert them from meaningful real-world interactions.

The COVID-19 pandemic, which began in 2019, drastically impacted all sectors, including education. The sudden shift to online learning made social media and digital tools indispensable for continuing academic activities. What started as a necessity for virtual classrooms soon evolved into a broader influence on learners’ attitudes, behaviours, and daily routines. Hence, digital literacy and responsible usage strategies are essential to maximize the benefits of social media in educational settings.

In recent years, there has been a growing interest in integrating social media into educational systems. Student-teachers, in particular, are among the most active users of these

platforms, influencing both their personal growth and academic engagement. Social networking sites like Facebook, YouTube, WhatsApp, LinkedIn, Instagram, and others have become integral to modern communication. Their ability to disseminate information rapidly makes them a powerful tool in teaching and learning.

Social media has transformed not just industries but also the classroom environment. Educational institutions are now expected to evolve and create digitally enriched learning spaces that reflect current trends and career requirements. With Smartphone and internet access becoming ubiquitous among students, there is a growing demand for faculty and learners alike to be digitally competent.

These platforms serve as spaces for academic discourse, collaboration, and social interaction. They allow students to share knowledge, participate in discussions, and engage in creative projects beyond the confines of traditional classroom settings. Teachers, too, can use these networks to mentor students, encourage reflection, monitor progress, and participate in ongoing dialogue. Social media tools also help in building extended communities of practice, where learning continues beyond school hours and formal curricula.

In essence, social media represents a transformative medium-one that, when used wisely, enhances both teaching and learning experiences. Its mobile and web-based capabilities foster real-time collaboration, content creation, and peer engagement, redefining how knowledge is accessed and shared in the digital age.

1.0. Addiction

Addiction refers to excessive internet use that disrupts daily, social, and work life. It often stems from repetitive behaviours that were once satisfying. Hazar (2011) identifies three types of social media addiction:

1. Cognitive content addiction
2. Emotional addiction
3. Behavioural addiction

Most social media activity happens in virtual spaces, replacing face-to-face interactions. These platforms capture attention and imagination, eventually leading users to spend more time online, as noted by Sucu (2012)

1.1.Concept of Social Media Addiction

Social networking addiction refers to spending excessive time on platforms like Facebook or Twitter to the point that it affects daily life (Timmons and Hamiltion,2004)

Though not officially classified as a disorder, social media addiction is seen as a subset of internet addiction. It causes people to withdraw socially and feel isolated or lonely. Students show addicts often experience anger, irritability, mood swings, apathy, and edginess.

1.1.2 Definitions of Social Media Addiction

According to the American Psychology Association**:** Addiction is a complex condition with negative consequences. Like drug, gambling, or gaming addictions, people may from compulsive habits with social media that disrupt their lives.

Walker (2011) defines social-media addiction as a condition where users spend disproportionate time on social-media, neglecting vital areas like education, work, and relationships.

Globally, there are currently over 2.2 billion active social media users worldwide (approx.30 percent of the global population). This figure represents an increase of 176 million users in a single year, showing how fast social media use is growing.

1.1.3Factors Contributing to Social Media Addiction

Social media addiction among B.Ed. trainees can be attributed to a combination of personal traits, academic demands, and environmental settings. This digital dependency often stems from psychological needs, social influences, and the ever-evolving nature of technology.

1. Individual and Psychological Factors:

- **Low Self-Esteem:** Trainees with low confidence may seek approval and recognition, this reliance encourages compulsive usage.
- **Stress and Anxiety:** Social-media often acts as an emotional escape for many. Trainees may use it to temporary avoid academic or personal stress, which can gradually evolve into addiction.

- **Impulsive Personality:** Behavioural traits like impulsivity or a high need for stimulation increase the risk of excessive social media use.
- **Mental Health Issues:** A reciprocal relationship exists between social media addiction and mental health problems (e.g. depression and anxiety).

2. Academic Pressures

- **Overload and Stress:** The intensity of teacher training-including assignments, teaching practicums, and exams-can push students to seek relaxation or avoidance via social media.
- **Fear of Missing Out (FOMO):** Trainees may feel compelled to stay updated, leading to constant social media engagement.
- **Decline in Academic Performance:** Time spent online reduces focus on studies, negatively impacting academic outcomes.

3. Environmental and Technological Factors:

- **Platform Design and User Experience:** Features like infinite scrolling, constant notifications, and personalized feeds are engineered to maximize user engagement.
- **Peer Pressure:** Social norms among peers encourage frequent use, making non-participation feel isolating.
- **Easy Accessibility:** Affordable smart phones and fast internet make social media use nearly unavoidable.
- **Cultural Acceptance:** In modern society, the normalized use of social media contributes to its habitual and addictive role in daily life.

Social media addiction is emerging as a significant concern for students. With easy internet access and widespread social media acceptance, students-especially those living away from home-often rely on these platforms for companionship and time pass, increasing the risk of dependency.

However, limited parental support and the influence of social-media can cause adjustment problems in student-teachers, leading to poor academic performance and serious mental health issues.

According to Shaffer and Shoben (1966), adjustment involves adapting to internal and external demands. Students addicted to social media may face may struggle emotionally, socially, and academically, resulting in poor academic performance and weak interpersonal skills (Lazarus and Folkman, 1984). This study explores the impact of social media addiction on adjustment, meta-cognitive skills, and psychological well-being among prospective teachers.

A tragic example occurred on 11th March 2025, in Mandi, Himachal Pradesh, when a 17-year-old girl jumped off a bridge after her father took away her phone, highlighting the serious consequences of social media dependence.

1.2 Adjustment

Adjustment refers to the process through which individuals maintain a balance between their personal needs and external circumstances.

Definition:

"Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs." Laurence F. Shaffer (1936).

Adjustment, in psychological terms, is the ongoing effort to align one's internal needs with the external realities of life. It involves coping with new values, expectations, and social standards, and plays a vital role in ensuring peace within families, institutions, and society at large.

Adjustment is a persistent feature of human behaviour. Development of personality is dependent on a person's ability to adjust himself to the environment. Adjustment is a process by which an individual learns certain ways of behaviour to cope with the situation which he/she attains through harmony with his/her environment (Sharma and Saini, 2013).

In the view of Colman (1988) "Adjustment is an attempt to fulfil needs and become tension free".

1.3 Metacognitive Skills

Metacognition refers to higher-order thinking processes that involve the active regulation and control of one's cognitive functions during learning. It is widely recognized as a crucial factor in effective and successful learning. Meta-cognitive processes include activities such as planning how to approach a task, monitoring one's understanding, and evaluating progress towards completing that task.

The term metacognition, often described as "thinking about thinking," originates from the meaning beyond. It encapsulates the awareness and understanding of one's own thought processes and the strategic use of such knowledge for learning or problem-solving.

Components of Metacognition

Meta cognition typically involves two main components:

1. **Knowledge about cognition** – awareness of one's own cognitive strengths, weaknesses, strategies, and learning preferences.
2. **Regulation of cognition** – the ability to monitor and control one's learning through planning, information management, comprehension monitoring, and self-evaluation.

Definition of Metacognitive Skills:

In the words of Shimamura (2000)defined metacognitive skills is an"ability to evaluate and monitor one's cognitive processes to assess future performance."

According to Hartmann (2001)metacognitive skills refers to the "awareness of one's thinking, monitoring of cognitive processes, and regulating them for better learning."

Martini and Shore (2008) expressed that metacognitive skills are the "knowledge about one's own cognitive process."

1.4 Psychological Well-Being:

Psychological well-being (PWB) refers to an individual's subjective sense of happiness, contentment, life satisfaction, and psychological functioning. It reflects a positive mental state, marked by feelings of purpose, personal growth, autonomy, and positive relationships.

Subjective Nature of PWB

Psychological well-being is inherently subjective. It encompasses internal experiences such as:

- Fulfilment in personal and professional roles,
- A sense of achievement and utility,
- Belongingness, and
- Absence of distress or dissatisfaction.

It is important to note that PWB is not solely determined by favourable circumstances or the absence of illness. In fact, individuals may experience psychological well-being even in adverse situations, and conversely, may lack it despite external success.

Wellness Beyond the Absence of Illness

Traditionally, psychological wellness was defined as the absence of mental disorders like anxiety or depression. However, more holistic definitions have emerged, focusing on positive indicators such as:

- Life meaning,
- Self-esteem,
- Positive affect,
- Satisfaction with daily life,
- Personal control,
- Emotional balance, and
- Social support.

According to Bhogle and Prakash (1995), psychological well-being includes the absence of physical symptoms, suicidal thoughts, and tension, along with a sense of efficiency and general contentment.

Major Areas of Psychological Well-being

Psychological well-being is a multidimensional concept that encompasses various aspects of mental and emotional functioning. The following five key areas provide a holistic understanding of psychological well-being:

1. Life Satisfaction

Life satisfaction refers to an individual's cognitive judgment about their overall quality of life. It reflects a state of contentment and fulfilment in one's personal, professional, and social spheres. This involves gratification of desires, a sense of accomplishment, and peace of mind resulting from meeting one's expectations and needs.

2. Efficiency

Efficiency represents an individual's perceived effectiveness in managing time, energy, and resources to achieve desired outcomes. It reflects one's ability to perform tasks productively and cope with responsibilities while maintaining a balance between effort and results. A high level of efficiency contributes significantly to one's sense of personal competence and psychological wellness.

3. Sociability

Sociability refers to the natural tendency or inclination of an individual to seek companionship and engage in social interactions. It includes qualities like friendliness, openness, and the capacity to form and maintain positive relationships. Sociability is vital for building support systems, enhancing communication skills, and fostering a sense of belonging.

4. Mental Health

Mental health is a core component of psychological well-being. It denotes a state of emotional, cognitive, and social well-functioning. Good mental health enables an individual to handle everyday stressors, make rational decisions, maintain productivity, and form healthy relationships. It is not just the absence of mental illness, but also the presence of positive psychological attributes such as resilience, emotional stability, and self-awareness.

5. Interpersonal Relationships

Interpersonal relationships refer to the social connections and interactions between individuals.These relationships may vary in terms of depth and duration-from casual acquaintances to intimate bonds. Healthy interpersonal relationships are characterized by mutual trust, empathy, communication, and emotional support, all of which play a crucial role in enhancing psychological well-being.

2. Review of Related Literature

Kuppuswamy and Shankar (2010) found that social networking often captures the full attention of students, diverting it from educational pursuits toward non-academic, unethical, and unproductive activities such as aimless chatting, random browsing, and neglecting responsibilities. Teenagers and students primarily use social networks for entertainment and to pass time.

Tham and Ahmed (2011) examined the usage and implications of social networking sites among college students. The findings revealed that female students spent more time on social networking sites (SNSs) than male students. Social networking sites usage decreased with age for both genders. Younger students were more likely to report negative effects of social networking sites use on academic performance. Significant age-related differences was existed in students' perceptions of SNS impact on academics, with younger students expressing more concern. There were significant correlations between age and gender and the perceived influence ofsocial networking sites use on personal development. Class rank and field of study were significantly related to students' perceptions of how social networking sites (SNSs) influenced their academic experience. Positive correlations were found between social networking sites usage and networking with friends, family, and professionals. Negative correlations were observed between social networking sites usage and using the platforms to seek romantic relationships.

Paul, et al. (2012) studied the effect of online social networking on students' academic performance. They found a statistically significant negative relationship between time spent by students on online social networks and their academic performance.

Lajwanti and Sharma (2013) studied the effect of internet use on study habits and adjustment of higher secondary students. A sample of480 higher secondary school students (240 boys and 240 girls) was selected by using purposive sampling from Agra City in India. Self-

developed Study Habit Inventory for College Students (S.H.I.C.S.) and Adjustment Inventory for College Students by Sinha and Singh tools were used for collection of data. They found that significant differences in study habits and adjustment scores were found between internet users and non-users.

Kross et al. (2013) investigated the impact of Facebook use on subjective well-being among young adults. Using a combination of real-time mood tracking and surveys over two weeks, the study found that increased Facebook use was linked to decreased life satisfaction and well-being, potentially increasing depressive symptoms.

Catherine (2014) conducted a study on the social adjustment of B.Ed. teacher trainees. The results revealed that female, rural, married, first-born, and postgraduate students exhibited better social adjustment compared to their peers.

Yogaraj (2015) examined the Influence of Meta cognition and Learning Styles on Problem Solving Skill of B.Ed. Trainees: He Found that 27.2 percent of the B.Ed. trainees had low level, 50.1 percent of them have moderate level and 22.7 percent of them had high level of knowledge of cognition. Further reported that 26.9 percent of the B.Ed. trainees had low level, 51 percent of them had moderate level and 22.1 percent of them had high level of regulation of cognition. 25.6 percent of the B.Ed. trainees had low level, 51.7 percent of them had moderate level and 22.7 percent of them had high level of metacognition. No significant difference was found between male and female B.Ed. trainees with regards to their metacognition and its dimensions.

Indu and Vinitha (2015) conducted a study on metacognitive awareness among 1,005 higher secondary school students in Coimbatore district. They found that male students showed better metacognitive skills compared to females.

Misra et al., (2015) investigated the effect of social networking sites and perceived social support on the psychological well-being of the youth. The results indicated a negative relationship between the usage of social networking sites and the psychological well-being while positive relationship existed between online perceived social support and psychological well-being.

Prabha and Magdalin (2016) studied the relationship of Loneliness, Social anxiety

psychological well-being, age and type of internet users on Internet addiction among female college students. The results showed that the Internet addiction in relation to Loneliness, Social anxiety and psychological well-being were not found to be significant relationship among female college students.

Puri and Solanki (2016) explored the relationship between social networking and psychological well-being among adult working females. Results of the study indicated that some factors of psychological well-being are slightly negatively correlated with social networking while others are slightly positively correlated with social networking.

Gulacti, (2016) conducted a study on the Analysis of WhatsApp Usage for Communication between Consulting and Emergency Physicians. The study found that frequent television viewers have a higher affinity for TV but lower psychological well-being compared to these who watch less. Although TV is a major source of leisure and well-being, excessive consumption is linked to negative effects such as reduced social capital, increased violence and crime, and democratic decline. Television is often described as a "plug-in-drug" due to its ability to captivate and distract, offering immediate gratification at the expense of more meaningful experiences.

Husain et. al. (2016) see the association between social-media usage and perceived social support and adjustment among international students. Respondents of the study were 204 international students enrolled in the U.S.University.Online survey questionnaires comprising 28 items based on literature review and focused groups were designed for data collection. Finding revealed that social-media usage was positively correlated with perceived social adjustment. Furthermore, they found that social-media usage and perceived social support were negatively correlated with each other.

Sankhesara (2016) studied Mental Health, Aggression, Anxiety and Adjustment among Internet Addicts and Non-addicts" by taking 480 samples (240 internet addicts and 240 internet non-addicts) age ranging from 13-31+were selected randomly from cybercafé, software companies of Ahmedabad district. Findings revealed that significant difference between different age groups with regards to the level of anxiety. There was significant difference between different age groups with regards to various areas of adjustment like home, health, social and emotional. There was found significant interaction effect between type of people and age with

regards to various areas of adjustment like home, health, social and emotional. Significant interaction effect was found between type of people, gender and age with regards to various areas of adjustment like home, health, social and emotional.

Prabhakaran, et al., (2016) investigated the factors associated with internet addiction among school-going adolescents in Vadodara. Study was conducted on 724adolescents.They found Internet use prevalence was 98.9 percent. Prevalence of internet addiction (IA) was 8.7percent. Male gender, owning a personal device, hours of internet use per day, use of smartphones, permanent login status, use of internet for chatting, making online friends, shopping, watching movies, online gaming, searching information online and instant messaging were found to be associated significantly with IA in univariate analysis. Internet use for online friendships was found to be a significant predictor of internet addiction(IA) (odds ratio (OR)=2.4), and internet use for searching information was found to be protective (OR = 0.20) against IA on logistic regression.

Masthi and Pruthvi (2017) compared social media addiction between public and private school students, focusing on associated health problems. Findings showed that a significant percentage of both groups experienced physical symptoms such as eye strain, neck pain, and fatigue. Psychological issues such as anger, isolation and behavioural disturbances i.e. sleep disruption, poor hygiene were found more pronounced among private school students. Most participants exhibited mild addiction, but behavioural consequences were significant.

Joshi(2019) conducted a study aimed to understand the impact of gender and social media addiction on the psychological health of teenagers, focusing on aspects like well-being, emotional expression, death anxiety, body image, and the need for psychological counselling. Results indicate Teenagers who were highly addicted to social media exhibited higher levels of death anxiety, a greater need for psychological counselling, inappropriate emotional expression, an unfavourable body image, and lower levels of well-being when compared to their non-addicted counterparts.

Chen, et al. (2019) conducted a study to analyse the relationship between social-media usage motive and intercultural adjustment of international students. The participants of the study were 103 international students selected through purposive sampling. Statistics like t-test,

Pearson's product moment correlation, and multiple regressions were employed to investigate the relationship between different variables. The result discovered a positive correlation between social-media usage motive and intercultural adjustment level.

Twenge and Cambell (2019) examined the relationship between digital media use (Smartphone, computers, social media, gaming, internet) and psychological well-being such as happiness, general well-being, depression, suicidal ideation, and suicide attempts-among adolescents. Using three large-scale surveys from the U.S. and the U.K., the study compared light and heavy digital media users. Findings revealed that light users consistently reported significantly higher psychological well-being than heavy users across all datasets. Heavy users were 48 percent to 171 percent more likely to report unhappiness, low well-being, or suicide-related risk factors. The study reported that greater digital media use was associated with lower well-being in adolescents.

Sankar and Vijayaraghavan (2020) studied the relation of social media addiction on adjustment among undergraduate college students. A sample of 122 undergraduate students enrolled in various education programs were selected through stratified purposive sampling. They found that social-media addiction leads to lower adjustment among college students. The study found that there was an effect of gender on addiction to social media. Males were found to be more addicted to social media as compared to females.

Deepa and Priya (2020) this study focused on the impact of social media on mental health among students in two deemed universities in Chennai. A sample of 90 respondents was included in the study. They found a significant association between the time spent on social networking site (SNS) and the number of platforms used. Furthermore, a positive correlation was observed between frequent social media activity and feelings of anxiety, with users reporting greater engagement online than in real life. The study reported that excessive use of multiple social networking sites (SNS) platforms adversely affects students' mental health, contributing to conditions such as depression and anxiety.

Thilagavathi (2020) Using a survey method, this study investigated the influence of social media, social skills, and health awareness on the academic achievement of high school students. A randomly selected sample of 600 students aged 13-15 years was studied. The results indicated that most students exhibited average levels across all variables. While no extreme trends were observed, the study emphasized the interconnectedness of social behaviours and academic performance, suggesting the need for balanced media usage.

Pal (2020) examined how social media usage influences conflict management styles, emotional intelligence, mental health, and personality traits among secondary school students. The findings showed that students with high social media usage tended to adopt a dominating style in conflict management more frequently than those with moderate or low usage. Conversely, students with lower social media usage favoured the integrating style, promoting cooperative and solution-oriented conflict resolution. The study also indicated that high and moderate users were more likely to use the obliging style than low users, suggesting an emotional adjustment pattern influenced by digital exposure.

Kumar (2021) conducted a study on the effects of cyber bullying on adolescent well-being. The findings revealed that 45.2 percent of adolescents reported feelings of depression or unhappiness due to online harassment. The study highlighted the urgent need for intervention strategies to protect adolescent mental health and prevent the development of suicidal ideation.

Dragana et al., (2021) studied the impact of social media use on psychological well-being using a mediated model. Their research highlights growing concerns that increased social media usages may negatively affect users' psychological health. The study was undertaken on 940 social media users from Mexico by using structural equation modelling to the test the hypothesis. The finding revealed that there was an overall positive indirect impact of social media uses on psychological well-being, mainly due to the positive effects of bonding and bridging social capital. The empirical model's explanatory power was45.1 percent.

Kurniawan et al.,(2021) conducted a study to explore the impact of social media intensity on the mental health of junior high school students, particularly regarding apathetic behaviour. The

study included a sample of 120 students (60.8 percent female and 39.2 percent male) from three schools. Using a structured questionnaire and interview method, the data were analysed using univariate and bivariate (Pearson's correlation) techniques. The results indicated that higher intensity of social media usage was significantly correlated with increased apathetic attitudes. Students reported feeling more disconnected and indifferent to societal and global issues, pointing to emotional desensitization linked to excessive social media exposure.

Chauhan (2021) conducted a study on "impact of social-media on everyday life of the youth". The sample of 200 youth students was from different university of Haryana through purposive sampling. Data was collected by using interview schedule. The result showed that majority of the respondents reported that social media as an effective medium to discuss and solve individual, social and national problems. 27.5 percent of the female and 22.5 percent of the male respondents said that social-media sometimes helped them in improving their academic knowledge. Most of the respondents said that after using social media their face- to-face interaction had decreased but they don't feel anxious, social-media had also decreased their anxiety level. Moreover, they sometimes fell detached from their family issues and social responsibilities. Results also highlighted that social media play a role in creating conflicts among people of different religious, caste and race.

Sharma and Sharma (2021) investigated the social media usage and adjustment among B.Ed. students: A study in Indian Context and found that social-media usage among Indian B.Ed. students was associated with higher stress levels, poor academic adjustment and reduced face-to-face communication. The findings suggest the urgent need for digital wellness programs and counselling in teacher education institutes**.**

Bathla (2022) This descriptive survey study aimed to assess the impact of social media on the mental health and academic performance of secondary school students. The sample comprised 600 students from Classes 9 and 10, stratified by gender, school type (public/private), and school location (rural/urban). Data were collected using a self-constructed social media scale, a standardized mental health battery, and students' final exam scores. The study revealed a low positive correlation between social media impact and both mental health and academic achievement. Although not strongly predictive, the results suggest that social media use does influence student outcomes, warranting attention from educators and policymakers**.**

Khan and Singh (2022) carried out the impact of Social Media Addiction on Mental Health and Psychological Well-Being of Adolescent Students. The study was undertaken to determine the effect of social media addiction on the mental health and psychological well-being of the school students. They found that students with higher social media addiction tends to show lower level of mental health and low psychological well-being while the students with lower level of social media usage tend to show higher mental health and psychological well-being. Further they a positive relationship was found between social media addiction, mental health and psychological well-being. And also, there was a significant difference among the mental health and psychological well-being of the adolescents of both the types of schools. In the study, they reported that the respondents had suffered different types of internet addiction based on gender, socio-economic status and community as per the availability of internet and smart phones facilities, at different levels which had adverse effects on their Psychological Well-Being and had caused stress and deteriorate their physical and mental health as well.

Abinayaa (2023) studied the social media addiction and its impact on mental health among adolescents.The present investigates the relationship between social media addiction and its impact on mental health among adolescents. The study was conducted among 100 adolescents in the Coimbatore city. He analysed that majority of students had affected by social media addiction and had various negative psychological impact on the adolescents.

Elena et al., (2024) examine the effects of social media consumption on adolescent psychological well-being.They reported that social media use, particularly for adolescents, may have the opposite effect, with studies showing negative effects of social media use on well-being, prompting calls for greater scrutiny and regulation of social media platforms.

Jai Meynadier et al., (2024) examined the relationships Between Social Media Addiction, Social Media Use Metacognition, Depression, Anxiety, Fear of Missing Out, Loneliness, and Mindfulness and found that higher levels of negative and positive social media use metacognitions were associated with higher levels of depression, anxiety, FOMO, loneliness, social media engagement, and social media addiction, and lower levels of mindfulness. The study found that social media use meta-cognitions were important predictors of social media addiction.

Feng, T. et.al., (2025). See the relationship between mental health, social media addiction, and academic burnout among Chinese college students: A network analysis. The study found a significant positive correlation between social media addiction, academic burnout, and mental health issues. Excessive use of social media was reported to distract students, contribute to academic burnout, and worsen symptoms of anxiety and depression.

5. Need and Significance of the Study

In the modern and digital era, the extensive use of social media has brought about sincere changes in human interaction, communication, and lifestyle. Among the most affected groups are young adults, particularly prospective teachers, who are in a crucial phase of personal development and professional efficiency. The sustained engagement with social media platforms for entertainment, communication, and even educational purposes often soften the line between healthy use and addiction. Social media addiction, characterized by excessive and compulsive usage, has emerged as a growing concern that can negatively impact various aspects of individuals' lives.

This study is particularly needed in the context of prospective teachers because they are not only learners but also future educators who are expected to model appropriate behaviour and demonstrate effective cognitive and emotional regulation. Social-media addiction can significantly hinder their adjustment**,** meta-cognitive skills, and psychological well-being, which are essential attributes for effective teaching and learning environments.

Adjustment is the process of getting along with once own self and with others. It is a process by which a person varies his behaviour to produce a more harmonious relationship between himself and his environment. For prospective teachers, poor adjustment may manifest in the form of stress, academic underperformance, interpersonal conflicts, and professional dissatisfaction. Social media addiction refers to an excessive and compulsive urge to log in to social mediaweb sites and apps often disrupting daily life and personal responsibilities, use Social-media addiction may lead to social withdrawal, sleep disturbances, and increased anxiety, all of which adversely affect personal, social, and academic adjustment.

Metacognitive skills, which involve the self-awareness and self-regulation of one's own learning processes, are vital for teachers to plan, monitor, and evaluate or monitor their teaching strategies. These skills also enable teachers to explore independent learning among students. However, continuous engagement with social media can reduce attention span, impair self-regulation, and diminish critical thinking, thereby weakening metacognitive capabilities.

Psychological well-being encompasses emotional health, life satisfaction, and the ability to manage stress effectively. With the constant comparison, cyber bullying, and validation-seeking behaviours prevalent on social media, individuals often experience low self-esteem, mental depression, and anxiety. For prospective teachers, deteriorating psychological well-being can lead to burnout, decreased motivation, and a lack of enthusiasm in teaching-ultimately compromising the quality of education they provide.

The significance of this study lies in its potential to shed light on the lesser-explored psychological and cognitive implications of social media addiction among future educators. Understanding these impacts will help educators, policymakers, and institutions recognize the need for digital wellness programs and psychological support systems in teacher education. It will also encourage the integration of media literacy and self-regulation training into the curriculum to promote responsible and mindful social media use.

Moreover, the findings of this study will contribute to existing literature by bridging the gap between technology use and teacher preparation, an area that is becoming increasingly relevant in the 21st-century educational landscape. By addressing the psychological and cognitive challenges posed by excessive social media use, this research aims to support the development of well-adjusted, mentally healthy, and metacognitively skilled teachers who can lead by example and effectively contribute to the academic and emotional development of their future students.

The findings of the present research serve as bedrock for policy making, developing strategies related to technological advancement for harnessing or maximizing the advantages of social media use while minimizing its potential drawbacks. It contributes to the complete development and holistic well-being of individuals with in a technologically connected world.

The present study will provide a solid base for understanding the immediate impact of social media addiction on adjustment, metacognitive skills, and psychological well-being of

prospective teachers. However, the rapid evolution of technology and the digital behaviour of youth demand continued, diversified and multi-disciplinary research. Expanding this work in the future will contribute to a healthier digital environment, better mental health practices and more effective teacher education systems. Although many studies have been conducted on social media addiction in relation to various variables but the investigator could not find such studies which explored the effect of adjustment, meta-cognitive skills, and psychological well-being of prospective teachers. Hence, it was thought worthwhile to take present study for investigation.

6. Statement of the Problem

"IMPACT OF SOCIAL MEDIA ADDICTION ON ADJUSTMENT, METACOGNITIVE SKILLS, AND PSYCHOLOGICAL WELL-BEING OF PROSPECTIVE TEACHERS"

7. Objectives of The Study

Keeping in view the statement of the problem and by reviewing the related literature the researcher will be proposed the following objectives:

1. To study the level of Adjustment, psychological well-being and Meta-cognitive Skills and Social Media Addiction, among prospective teachers.
2. To study the gender-wise differences in adjustment (Dimension wise and overall) among prospective teachers.
3. To study differences in adjustment (Dimension wise and overall) of prospective teachers with respect to their level of social media addiction.
4. To study the interactional effect of gender, and social media addiction on Adjustment (Dimension wise and overall) of prospective teachers.
5. To study the differences in adjustment (Dimension wise and overall) of prospective teachers with respect to their types of locality.
6. To study the interactional effect of locality and social media addiction on Adjustment (Dimension wise and overall) of prospective teachers.
7. To study the academic stream-wise differences in adjustment (Dimension wise and overall) of prospective teachers .

8. To study the interactional effect of academic stream and Social Media Addiction on Adjustment (Dimension wise and overall) of prospective teachers.

9. To study the gender-wise differences in metacognitive skills among prospective teachers.
10. To study the differences in metacognitive skills among prospective teachers with respect to their level of social media addiction.
11. To study interactional effect of gender and social media addiction on metacognitive skills of prospective teachers.
12. To study the differences in metacognitive skills of prospective teachers with respect to their types of locality.
13. To study the interactional effect of locality and social media addiction on metacognitive skills of prospective teachers.
14. To study the academic stream-wise differences in metacognitive skills of prospective teachers.
15. To study the interactional effect of academic stream and Social Media Addiction on metacognitive skills of prospective teachers.

16. To study the gender-wise differences in psychological well-being among prospective teachers.
17. To study the differences in psychological well-being among prospective teachers with respect to their level of social media addiction.
18. To study interaction between gender and social media addiction with respect to psychological well-being among prospective teachers.

19. To study the differences in psychological well-being of prospective teachers with respect to their types of locality.
20. To study the interactional effect of locality and social media addiction on psychological well-being of prospective teachers.
21. To study the academic stream-wise differences in psychological well-being of prospective teachers.
22. To study the interactional effect of academic stream and Social Media Addiction on psychological well-being of prospective teachers.

23. To study the correlation between social media addiction and adjustment, metacognitive skills, and psychological well-being of prospective teachers.

6. Hypotheses of the study

The following hypotheses will be formulated by the investigator for the present investigation:

1. There will be no gender-wise differences in adjustment (Dimension wise and overall) among prospective teachers.
2. There will be significant differences in adjustment (Dimension wise and overall) of prospective teachers with respect to their level of social media addiction.
3. Gender, and level social media addiction will not interact on Adjustment (Dimension wise and overall) of prospective teachers.
4. There will be no significant differences in adjustment (Dimension wise and overall) of prospective teachers with respect to their types of locality.
5. Locality and level of social media addiction will not interact significantly on Adjustment (Dimension wise and overall) of prospective teachers.
6. There will be no academic stream-wise differences in adjustment (Dimension wise and overall) of prospective teachers.
7. Academic stream and level of Social Media Addiction will not interact significantly on Adjustment (Dimension wise and overall) of prospective teachers.
8. There will be no gender-wise differences in metacognitive skills among prospective teachers.
9. There will be no significant differences in metacognitive skills among prospective teachers with respect to their level of social media addiction.
10. Gender and level of social media addiction will not interact significantly on metacognitive skills of prospective teachers.
11. There will be no differences in metacognitive skills of prospective teachers with respect to their types of locality.
12. Locality and level of social media addiction will significantly effect on metacognitive skills of prospective teachers.
13. There will be no academic stream-wise differences in metacognitive skills of prospective teachers.

14. Academic stream and level of Social Media Addiction will not significantly interact with regard to metacognitive skills of prospective teachers.

15. Male and female prospective teachers will not differ significantly in their psychological well-being.
16. There will be significant differences in psychological well-being among prospective teachers with respect to their level of social media addiction.
17. Gender and level of social media addiction will not interact significantly with respect to psychological well-being of prospective teachers.

18. There will be no significant differences in psychological well-being of prospective teachers with respect to their types of locality.
19. Locality and level of social media addiction will significantly effect on psychological well-being of prospective teachers.
20. There will be no significant differences in psychological well-being of prospective teachers with respect to their types of academic stream.
21. Academic stream and level of Social Media Addiction will not interact significantly on psychological well-being of prospective teachers.
22. There will be significant negative correlation between social media addiction and adjustment, metacognitive skills and psychological well-being of prospective teachers.

7. Delimitations of The Study

The present study will be delimited in its scope to following aspects:

1. The study will be restricted to B.Ed. prospective teachers studying in B.Ed. Training institution affiliated to Himachal Pradesh university Shimla and Sardar Patel University Mandi.
2. The present study will be delimited to four independent variables (gender, stream, locale and social media addiction) and Three dependent Variables (Adjustment, Metacognitive Skills and Psychological Well-Being.
3. Study will be restricted to six districts namely Shimla, Kangra,Chamba, Mandi, Hamirpur and Bilaspur.

8.Operational Definitions of Key Terms

Social-media Addiction: Social media addiction is a term used to describe a situation wherever a user spends excessive time on social media sites (e.g., Facebook, Twitter, Instagram).In the present study, Social-media addiction refers to the score obtained by prospective teachers on social media addiction scale" developed by K. Arunkumar and T. Premalatha(2021)

Adjustment: Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. In the present study, adjustment refers to the scores obtained by prospective teachers on adjustment Scale developed by investigator herself.

Metacognitive Skills: Meta cognitive is set of skills that involve "thinking about thinking."In the present study, meta-cognitive skills refers to the scores obtained by prospective teachers on meta-cognitive skills scale developed by Gupta, M. and Suman (2017)

Psychological Well-Being: The term psychological well-being (PWB) connotes a wide range of meanings usually associated with wellness. Most studies in the past defines "well-ness" as not sick, as an absence of anxiety, depression, or other forms of mental problems. The PWB includes meaning in life, absence of somatic symptoms, self-esteem, positive effect, daily activities, satisfaction, absence of suicidal ideas, personal control, social support, absence of tension, and general efficiency (Bhogle & Prakash, 1995).In the present study, psychological well-being is defined as the scores obtained on psychology well-being scale developed by D. Sisodia and Choudhary(2023)

Gender: - It refers to male and female B.Ed. Trainees.

Locale: - It refers to the urban and rural locality from where prospective teachers belongs.

Stream: - It refers to science stream (Medical and non-medical) and arts stream (Arts and Commerce).

Prospective Teachers: In the present study, prospective teacher (teacher trainees) will be those students who are studying in B.Ed. course of government and private teacher education institutions of Himachal Pradesh.

9.Methodology

9.1 Method

In the present study, Descriptive research method will be used by the investigator.

9.2 Sample of The Study:

9.2.1 Population: In the present study, all the B.Ed. pre-service teachers studying in different government and private and self-financed colleges situated in districts of Himachal Pradesh constitute the population of the present study.

9.2.2 SamplingTechnique: For achieving the objectives of the present study, multi-stage sampling technique will be followed: -

Stage-1 At the first stage out of 12 district of Himachal Pradesh six district (Shimla, Kangra, Bilaspur, Mandi, Hamirpur, Chamba) will be selected on the basis ofliteracy rate.

Stage-2 At thesecond stage, 02 Government and 15Private colleges will be selected from the sampled district by using random sampling technique.

Stage-3 At the third stage prospective teachers will be selected by using random sampling. The Researcher will try to cover minimum 850 prospective teachers (50 from each sampled colleges).

9.3 Research Tools to be Used

The selection of tools is vital importance for successful conduction of research. In order to achieve the objectives of the study following research tools will be used by the investigator:

Adjustment Inventory: For measuring the adjustment problems among prospective teachers Adjustment Scale developed by investigator herself will be used.

Psychological Well-Being Scale: For measuring the psychological well-being of prospective teachers, psychological well-being scale prepared by D. Sisodia and Choudhary, (2023) will be used.

Metacognitive Skill Scale: For measuring metacognitive skills of prospective teachers' Metacognitive skill scale prepared by Gupta and Suman, (2017) will be used.

Social-Media Addiction Scale: For measuring the social media addiction among prospective teachers, social media addiction scale developed by K. Arunkumar and T. Premalatha, (2021) will be used.

10. Variables of the Study

In the present study, following variables will be used by the researcher as dependent and independent variables of the study.

10.1 Dependent Variables: It is an observed aspect of the behaviour of an organism that has been stimulated. It is that factor which is observed and measure to determine the effect of independent variables. It will charge as a result of variation in the independent variables. It is dependent because its value depends upon the value of independent variables. In the present study following variables will be selected as dependent variables: -

- Metacognitive Skills
- Adjustment
- Psychological Well-Being

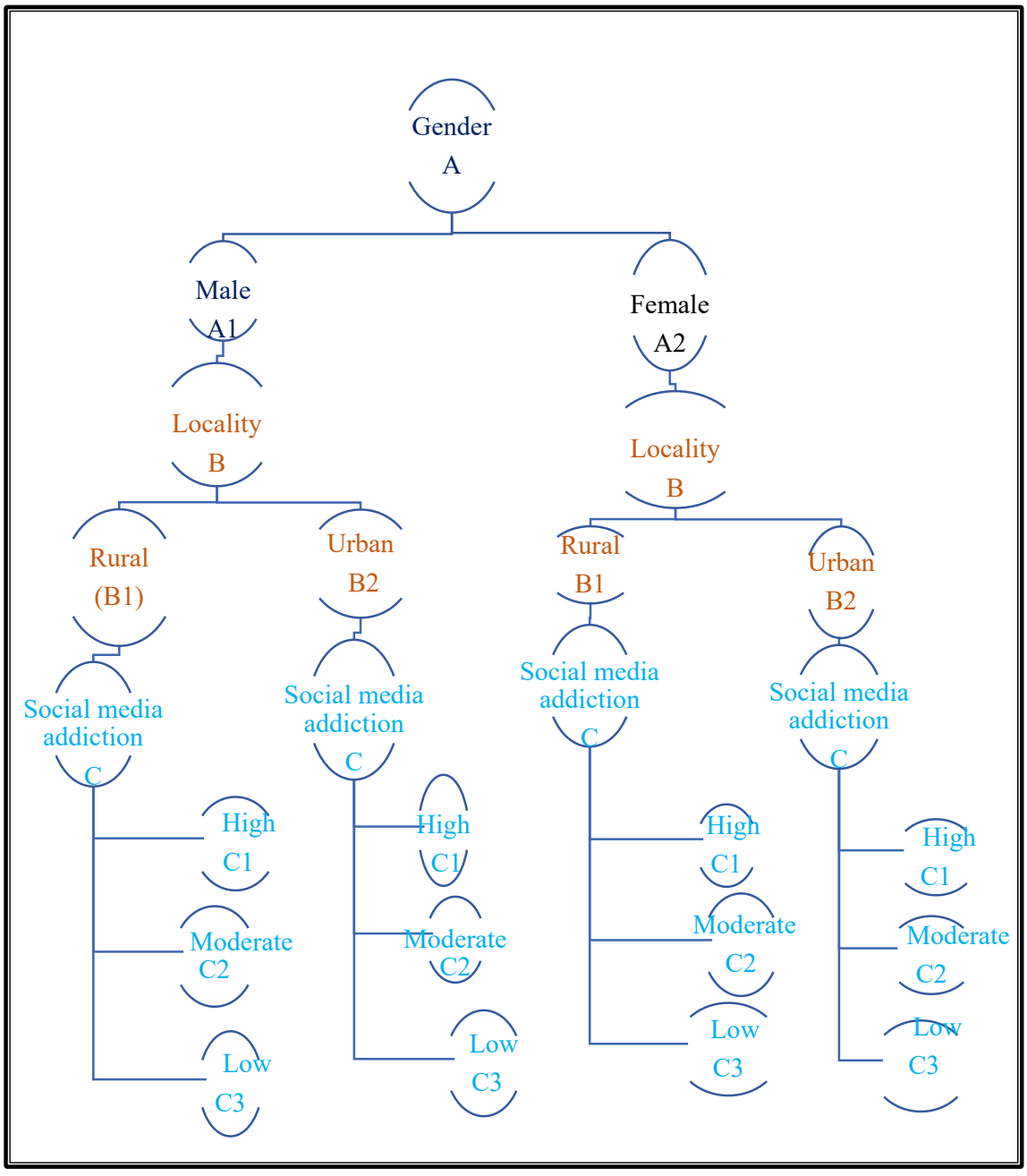
23.2 Independent Variables: Independent variable is a stimulus variable or input which operates either within a person of within the environment of the person to influence his behaviour. It is the factor which is measured, manipulated or selected by the experimenter to determine its relationship to observed its phenomenon. In the present study following variables will be selected as independent variables:

- Social Media Addiction
- Gender
- Local
- Stream

24. Research Layout

In order to study the main and interactional effect of independent variables on dependent variables 2x2x3 factorial design will be used for the present study

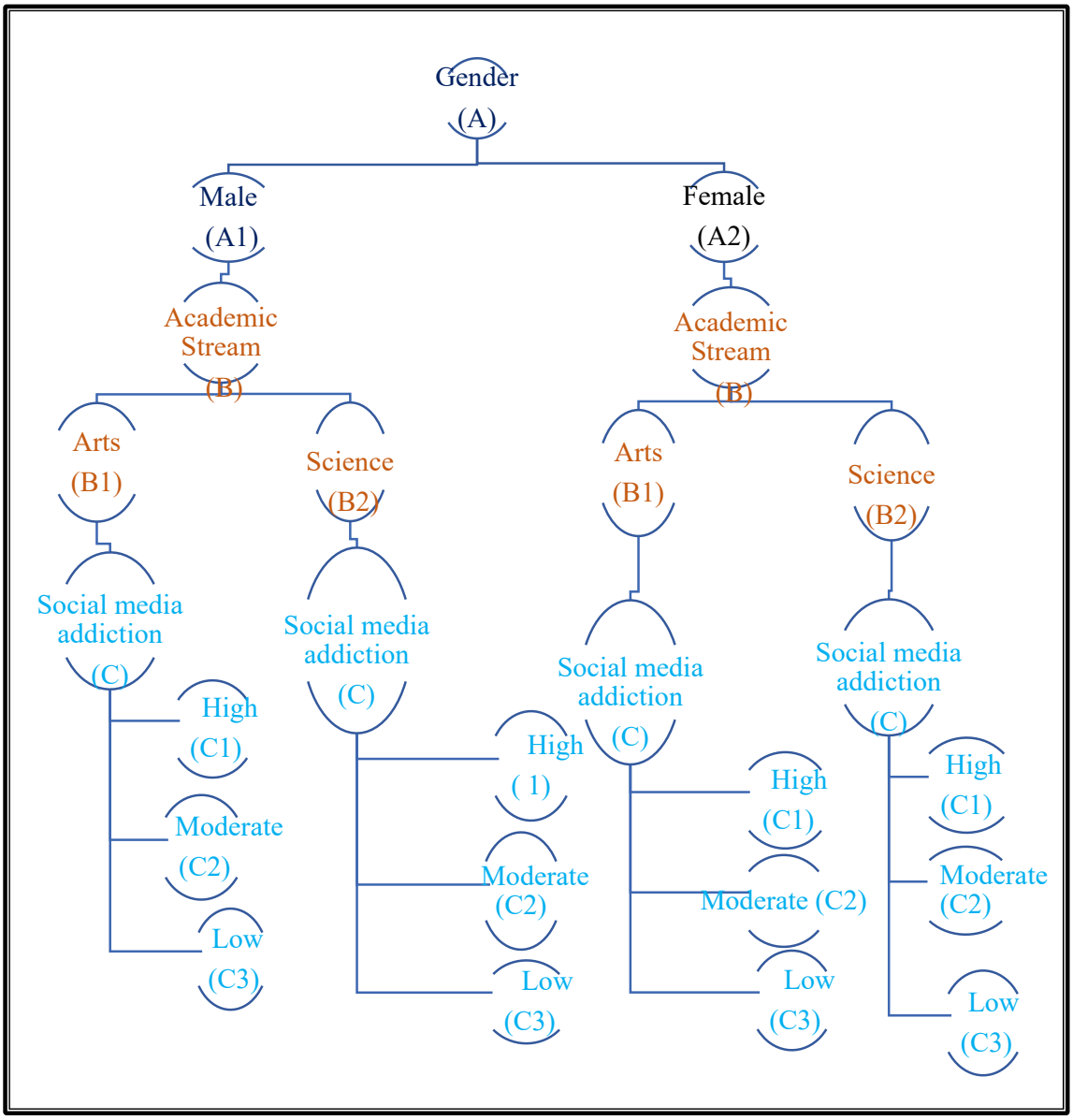
1. Gender X Locality X Social Media Addiction (2x2x3design)



Scores of prospective teachers on all three dependent Variables

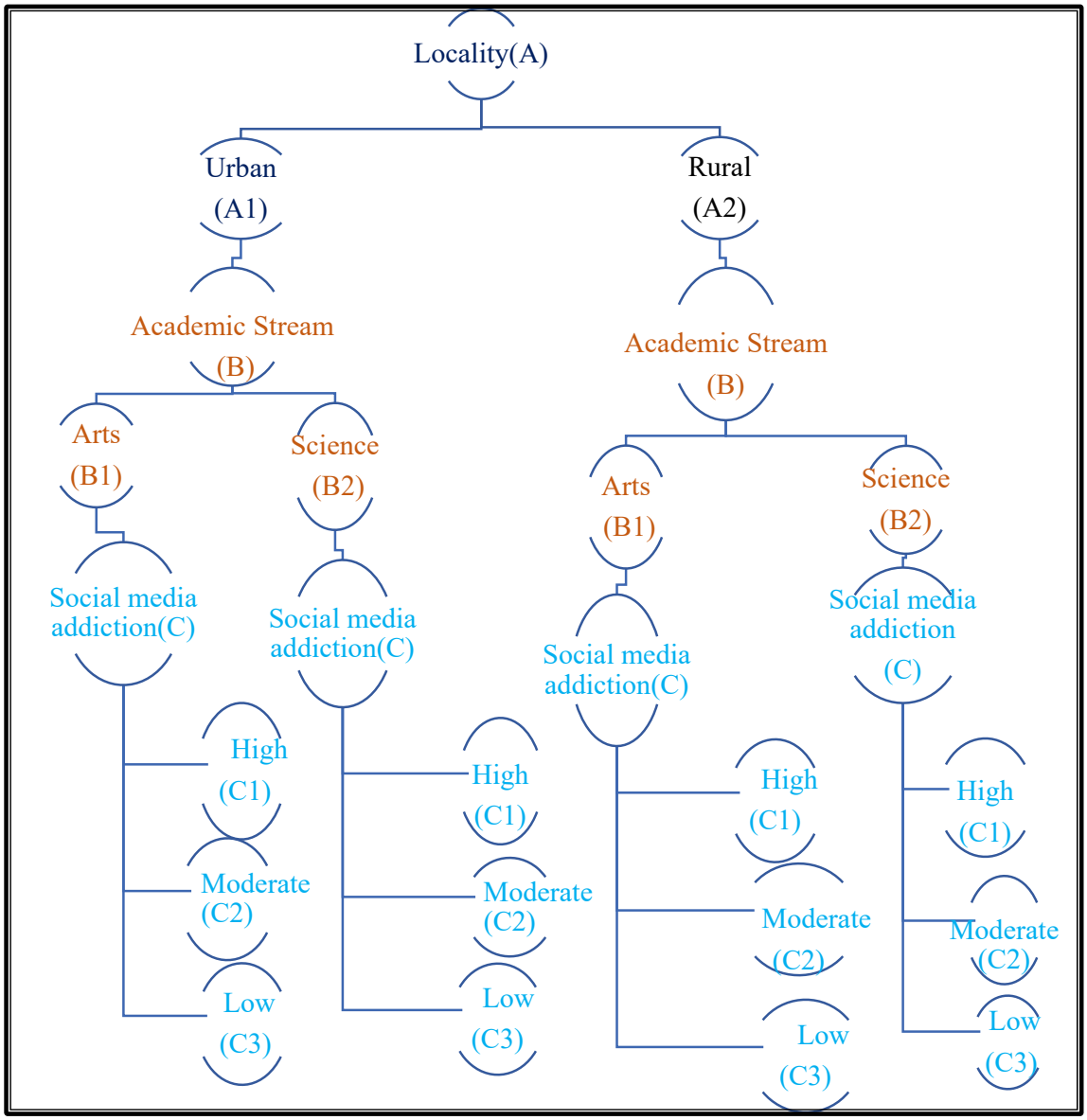
(dimension-wise and overall)

2.Gender X Stream X Social Media Addiction (2x2x3design)



Scores of prospective teachers on all three dependent Variables (dimension-wise and overall)

3 Locality X Stream X Social Media Addiction (2X2X3) design



Scores of prospective teachers on all three dependent Variables (dimension-wise and overall)

25.Statistical Technique Used

The final data will be converted to significant information by its appropriate organization, presentation, tabulation, analysis and interpretation. The subsequent statistical techniques will be used for analysis of the data gathered. Mean will be used to describe the variability of scores. T-test will be used to find the significance difference between two

means of independent variables, whereas to test the significances among more than two means Analysis of Variance (ANOVA) will be used.

REFERENCES

Abinayaa, M. (2023). Social Media Addiction and Its Impact on Mental Health Among Adolescents. *International Journal of Indian Psychology*, 11(4), 2484-2490. DOI:10.25215/1104.231,https://www.ijip.in

Arun K., and Premalatha T.(2021*).* Teacher Educators Attitude Towards the Use of SocialMediabyStudentTeachers.Retrievedfrom:https://www.researchgate.net/publication/372956093on dated:10.06.2025.

Arun, K., and Premalatha T. (2022).Social-Media: Are the budding teachers addicted to its usage. *Research and Reflections on Education,*20(2A).Retrieved from:https://www.researchgate.net/publication/364313807on dated:06.05.2025)

Bathla, N. (2022). *Impact of Social-Media on the Mental Health and Academic Achievement of Secondary School Students.* Published Doctoral dissertation, Panjab University. *http://hdl.handle.net/10603/426720*

Chauhan, R. (2021). Impact of Social-Media on Everyday life of the Youth. *Doctoral dissertation, Banaras Hindu University*. Retrieved fromVidyapith.https://hdl.handle.net/10603/370014.

Catherine, T. (2014). Social adjustment among B.Ed. Teacher trainees. *International Journal of Innovative Research and Development,* 3(6), 126-128. Retrieved from:http://www.internationaljournalcorner.com/index.php/ijird_ojs/article/view/34716/693387 on dated: 05.04.2025.

Ostic, D., Qalati,S.A.,Barbosa,B.,Shah,S.M.M., Vela,E.G., Herzallah,A.M. & Liu, F. (2021). Effects of Social Media Use on Psychological Well-Being: A Mediated Model.*Frontiers in Psychology, 12, 1-13,*retrieved from*https://doi.org/10.3389/fpsyg.2021.678766*on dated 24-06-2025.

Fumagalli, E. J.Shrum, and.Lowrey,Tinam (2024) The Effects of Social Media Consumption on Adolescent Psychological Well-Being, *Journal of the Association for Consumer Research, 9, (2).* on dated 13-05-2025

Faulhaber, M. E., Lee, J.E, and Gentile, D.A. (2023), "The Effect of Self-Monitoring Limited Social Media Use on Psychological Well-Being,"*Technology, Mind, and Behaviour,* 1-10,retrieved from https://doi.org/10.1037/tmb0000111 on dated 24-06-2025.

Feng,T., Wang,B., Mi,Mingdi., Lei, Ren., Wu,Lin, Wang, Hui Xufeng.Liu, Wang,X.(2025) The relationships between mental health and social media addiction, and between academic burnout and social media addiction among Chinese college students: A network analysis, *Heliyon, Elsevier,*11 (3)1-13.Retrieved from https://doi.org/10.1016/j.heliyon.2025.e41869.o on dated 16-06-2025.

Gray, J. S. (1936). Review of the psychology of adjustment. *The Journal of Abnormal and Social Psychology,* 31(3), 370–372. https://doi.org/10.1037/h0050757

Gulacti, U., Lok, U., Hatipoglu, S., and Polat, H. (2016). An Analysis of WhatsApp Usage for Communication between Consulting and Emergency Physicians. *Journal of Medical Systems,* 40(6). doi:10.1007/s10916-016-0483-8

Haynie, M.J., Shepherd, D., Mosakowski, E., and Earley, P. (2010). A situated metacognitive model of the entrepreneurial mindset. *Journal of Business Venturing*, 25, 217-229

Hancock, Jeffrey T., Sunny Xun Liu, Mufan Luo, and Hannah Mieczkowski (2022), "Social Media and Psychological Well-Being," in The Psychology of Technology: Social Science Research in the Age of Big Data, ed. Sandra C. Matz, Washington, DC: American Psychological Association, 195–238.

Hartman, H. (2001). Teaching metacognitively. In H. Hartman (Ed.), Metacognition in learning and instruction: Theory, research, and practice. Kluwer Academic Publishers. https://doi.org/10.1007/978-94-017-2243-8

Indu, H. and Vinitha, G. (2015) Metacognitive Awareness among Adolescents. Paripex-*Indian Journal of Research* volume 4, issue 8. Retrieved on 20**' August 2015 from https://www.worldwidejoumals.com/paripex/file.php?Val=August_2015_1441256972__12.pdf.

Jai Meynadier, John M. Malouff, Nicola S. Schutte, Mark D. Griffiths, and Natasha M. Loi1(2024). Relationships Between Social Media Addiction, Social Media Use Metacognitions, Depression, Anxiety, Fear of Missing Out, Loneliness,

and Mindfulness. *International Journal of Mental Health and Addiction*.doi:10.1007/s11469-024-01440-8.Retrieved fromhttps://www.researchgate.net/publication/388326560.

Joshi, N. (2019). A study of well-being among teenagers in relation to social media. (Doctoraldissertation), Mohan Lal Sukhadia University http://hdl. handle.net /10603/30633

Khan,T.and Singh,A.S. (2022) Impact of Social Media Addiction on Mental Health and Psychological Well-being of Adolescent students. *International Journalof Research Publication and Reviews*, 3 (1)482-485.

Kross E, Verduyn P, Demiralp E, Park J, Lee D.S., Lin N, (2013) Facebook Use Predicts Declines in Subjective Well-Being in Young Adults. PLoS ONE 8(8): e69841. https://doi.org/10.1371/journal.pone.0069841

Kuppuswamy, S., and Shankar Narayan, P.B. (2010). The Impact of Social Networking Websites on The Education of Youth. Retrieved 25 September, 2014, from http//: www.igi-global.com/article/impact-social-networking-websiteseducation/43067.

Lajwanti and Atm Prakash Sharma (2013). Effect of Internet Use on Study Habits and Adjustment of Higher Secondary Students. *International Journal of Educational Research and Technology,* 4 (1) 52-59.

Lazarus, R.S. and Folkman, S. (1984). Stress appraisal and coping. New York: Springer Publishing Company.

M and Selvaraj,(2013)Impact of social media on students' academic performance. *International Journal of creative research Thoughts* (IJCRT)12,issue06.05.2025ISSN:2320-2882

Martini, R., and Shore, B. M. (2008). Pointing to parallels in ability-related differences in the use of metacognition in academic and psychomotor tasks. Learning and Individual Differences, 18(2), 237-247.doi:10.1016/j.lindif.2007.08.004.

Misra, N., Dangi, S., and Patel, S. (2015). Gender Differences in Usage of Social Networking Sites and Perceived Online Social Support on Psychological Well Being of Youth. *The International Journal of Indian Psychology,* 3(1), ISSN 2348- 5396 (e) | ISSN: 2349-3429 (p).

Masthi, R. and Pruthvi, S., (2017). A Comparative Study on Social Media Addiction Between Public and Private High School Students of Urban Bangalore, India. *ASEAN Journal ofPsychiatry,*18 (2), July - December 2017.

Pal, S. (2020). Impact of Social-Media on conflict management style, Emotional Intelligence, Mental health, and Personality. (Doctoral dissertation, University of Allahabad). http://hdl.handle.net/10603/349708

Paul, J., Baker, H., and Cochran, J. (2012). Effect of online social networking on student academic performance. Computers in human behaviour, 28, 2117-2127. Retrieved from http://www.elsevier.com/locate/comphumbeh

Pintrich, P (2002). The Role of Metacognitive Knowledge in learning, Teaching, and Assessing. Theory into Practice, 41, 219-226. https://doi.org/10.1207/s15430421tip4104_3

P, Sankhesara, S, Makvana. (2016). A Study of Anxiety among Internet Addicts and Non-Addicts. *International Journal of Indian Psychology,2* (3),doi:10.25215/0203.071,DIP:18.01.071/201

Prabhakaran,M. C. Anusha, Patel,V. Rajvee, Ganjiwale, D. Jaishree, Somashekhar,M. Nimbalkar(2016). Factors associated with internet addiction among school-going adolescents in Vadodara.*Journal of FamilyMedicine and Primary Care,* 5(4):765-769 doi:10.4103/2249-4863.201149

Prabha, D. and Magdalin, S. (2016). Loneliness, social anxiety and psychological wellbeing in relation to Internet addiction among women college students. *The International Journal of Indian Psychology,* 3, (63)ISSN 2348-5396 (e), ISSN: 2349-3429 (p).

Puri, P. and Solanki, S. (2016). Relationship between social networking and psychological wellbeing among adult working females. 1st Asia-Pacific conference of Rajasthan psychology academy. Souvenir, page no. 44-45.

Sankar B.K. and Vijayaraghavan A. (2020). Relation of social media addiction on adjustment among undergraduate college students. *International Journal of Indian Psychology,* 8(3), 1532-1538. retrieved on dated 1-04-2025 from http://www.ijip.in DIP:18.01.156/20200803, doi:10.25215/0803.156.

Seo, H., Harn, R.-W., Ebrahim, H., and Aldana, J. (2016). International students' social media use and social adjustment. First Monday, 21(11).https://doi.org/10.5210/fm.v21i11.6880

Schraw, G., and Dennison, R. S. (1994). Assessing metacognitive awareness. *Contemporary Educational Psychology, 19*,(4) 460–475. https://doi.org/10.1006/ceps.1994.1033

Schmidt, A.M., and Ford, J.K. (2006). Learning with a learner control training environment: the interactive effects of goal orientation and metacognitive instruction on learning outcomes. Personnel Psychology,56(2)

Shaffer, L. F., and Shoben, E. J. (1956*).The Psychology of Adjustment: A Dynamic and Experimental Approach to Personality and Mental Hygiene.* ISBN 10/ISBN 13:9780094540309 / 0094540306

Shimamura, Arthur (2000). The role of the prefrontal cortex in dynamic filtering.

Psychobiology, 28 (2), 207–218.https://doi.org/10.3758/BF03331979,S2CID:140274181.

Sharma, S., and Sharma, A. (2021). Social media usage and adjustment among B.Ed. students: A study in Indian context. *Educational Quest: An International Journal of Education and Applied Social Sciences*, 12(3), 171–176.

Sharma, P., and Saini, N. (2013). Health, social and emotional problems of college students. IOSR *Journal of Humanities and Social Science,* 14(5), 21-34. Retrieved from http://www.iosrjournals.org/iosr-jhss/papers/14-issue5/C01452134.pdf

Suzanne Zivnuska, John R. Carlson, Dawn S. Carlson, Ranida B. Harris and Kenneth J. Harris (2019).Social Media Addiction and Social Media Reactions:The Implications for Job Performance.*TheJournal ofsocial psychology*, 159(6), 746-760. http://dx.doi.org/10.1080/00224545.2019.1578725

Thilagavathi, T (2020). Impact of Social-Media, social skills, and health awareness on academic Achievement of high school students (Doctoral dissertation, Mother Teresa Women University).http://hdl.handle.net /10603/335563/

Tham, J. and Ahmed,N.(2011). The usage and implications of social networking sites among college students. *Journal of Intra personal, Intra cultural and Mass communication*, 2(1):1-11.

Twenge, J. M., and Campbell, W. K. (2019). Media use is linked to lower psychological Well Being: Evidence from three datasets. Psychiatric Quarterly, 90, (2) 311-331.28, Issue 4https://doi.org/10.1177/0963721419838244

Walker, L. (2011). *What Is Social Networking Addiction*? Retrieved from http://personalweb.about.com/od/socialmediaaddiction/a/SocialNetworkingAddiction.ht

Yogaraj, T., and Selvaraju, R. (2015). A Gender-Wise Analysis on Metacognition and Learning Styles on Problem Solving Skill of B.Ed. Trainees. Paripex-*Indian Journal of Research*, 4(3), 1-2. Retrieved on March 16, 2015, from http://theglobaljournals.com/paripex/?file.php?val=November_2014_1416652728__58.pdf

Zendle, D., and Bowden-Jones, H. (2019). Is excessive use of social media an addiction? *BMJ, 365,* l2171. https://www.bmj.com/content/365/bmj.l2171 188

****

DrillBit

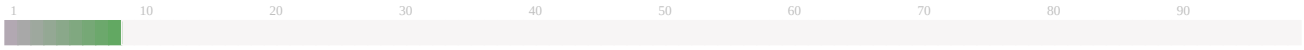
The Report is Generated by DrillBit Plagiarism Detection Software

Submission Information

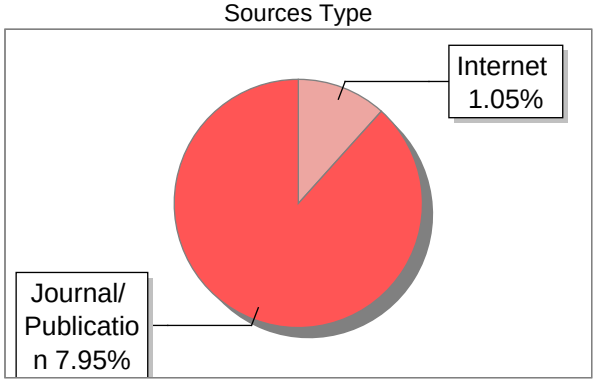
Author Name	Jaggi Devi
Title	IMPACT OF SOCIAL MEDIA ADDICTION ON ADJUSTMENT, METACOGNITIVE SKILLS AND PSYCHOLOGICAL WELL-BEING OF PROSPECTIVE TEACHERS
Paper/Submission ID	4090760
Submitted by	analysis@abhilashiuniversity.ac.in
Submission Date	2025-07-14 11:49:52
Total Pages, Total Words	32, 8094
Document type	Synopsis

Result Information

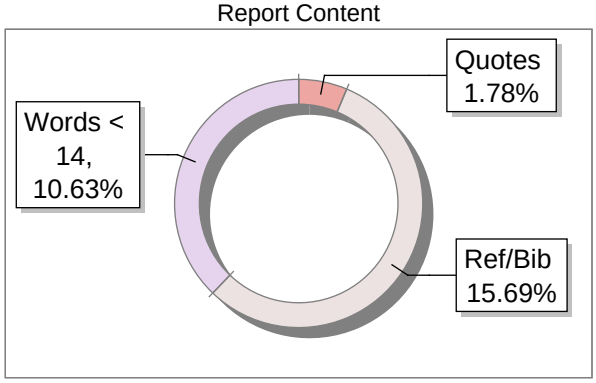
Similarity **9 %**



Sources Type



Report Content



Exclude Information

Quotes	Excluded
References/Bibliography	Excluded
Source: Excluded < 14 Words	Excluded
Excluded Source	**2 %**
Excluded Phrases	Not Excluded

Database Selection

Language	English
Student Papers	No
Journals & publishers	Yes
Internet or Web	Yes
Institution Repository	Yes

A Unique QR Code use to View/Download/Share Pdf File

DrillBit

DrillBit Similarity Report

9	22	A
SIMILARITY %	MATCHED SOURCES	GRADE

A-Satisfactory (0-10%)
B-Upgrade (11-40%)
C-Poor (41-60%)
D-Unacceptable (61-100%)

LOCATION	MATCHED DOMAIN	%	SOURCE TYPE
3	Thesis Submitted to Shodhganga Repository	1	Publication
4	ijip.in	1	Publication
5	ijip.in	1	Publication
7	Thesis Submitted to Shodhganga Repository	1	Publication
8	ir.canterbury.ac.nz	<1	Publication
9	akademiai.com	<1	Publication
10	etd.aau.edu.et	<1	Publication
11	Thesis submitted to shodhganga - shodhganga.inflibnet.ac.in	<1	Publication
12	Thesis submitted to shodhganga - shodhganga.inflibnet.ac.in	<1	Publication
13	cyberpsychology.eu	<1	Internet Data
14	www.ncbi.nlm.nih.gov	<1	Internet Data
15	medium.com	<1	Internet Data
16	assets.cambridge.org	<1	Publication
17	ijip.in	<1	Publication

18	core.ac.uk	<1	Publication
19	management.eurekajournals.com	<1	Publication
20	Thesis Submitted to Shodhganga Repository	<1	Publication
21	Thesis Submitted to Shodhganga Repository	<1	Publication
22	Thesis Submitted to Shodhganga Repository	<1	Publication
23	Thesis Submitted to Shodhganga Repository	<1	Publication
24	www.hepi.ac.uk	<1	Publication
118	jurnal.ibik.ac.id	<1	Internet Data

EXCLUDED SOURCES

1	Thesis Submitted to Shodhganga Repository	1	Publication
2	Thesis Submitted to Shodhganga Repository	2	Publication

"IMPACT OF SOCIAL MEDIA ADDICTION ON ADJUSTMENT, METACOGNITIVE SKILLS and PSYCHOLOGICAL WELL-BEING OF PROSPECTIVE TEACHERS"

THEORETICAL FRAMEWORK

"The addictive nature of social media is comparable to the stimulation experienced from substance use." Jesse Singal

Social media encompasses internet-based platforms that enable users to communicate, collaborate and share various forms of content-ranging from text and images to audio and video-across virtual communities. In the context of education, social media is increasingly being utilized as a powerful tool to supplement traditional teaching methods and promote interactive learning experiences.

Today, social media has become a vital component of daily life, deeply influencing societal structures and interactions. It plays a significant role in shaping the fabric of Indian society, acting both as a catalyst for connection and a source of emerging challenges. Platforms like Facebook, Instagram, Twitter, WhatsApp and YouTube have revolutionized information exchange and communication. However, the widespread use of these platforms also raises concerns regarding privacy, distraction, misinformation and overdependence.

India stands as the second-largest internet market globally, with over 650 million active users as of December 2020. A large proportion of this demographic is the youth-almost 600 million individuals under the age of 25-making them the primary drivers of digital engagement. While this active participation can lead to social and educational empowerment, excessive screen time and misplaced focus may divert them from meaningful real-world interactions.

The COVID-19 pandemic, which began in 2019, drastically impacted all sectors, including education. The sudden shift to online learning made social media and digital tools indispensable for continuing academic activities. What started as a necessity for virtual classrooms soon evolved into a broader influence on learners' attitudes,

behaviours and daily routines. Hence, digital literacy and responsible usage strategies are essential to maximize the benefits of social media in educational settings.

In recent years, there has been a growing interest in integrating social media into educational systems. Student-teachers, in particular, are among the most active users of these platforms, influencing both their personal growth and academic engagement. Social networking sites like Facebook, YouTube, WhatsApp, LinkedIn, Instagram and others have become integral to modern communication. Their ability to disseminate information rapidly makes them a powerful tool in teaching and learning.

Social media has transformed not just industries but also the classroom environment. Educational institutions are now expected to evolve and create digitally enriched learning spaces that reflect current trends and career requirements. With smartphones and internet access becoming ubiquitous among students, there is a growing demand for faculty and learners alike to be digitally competent.

These platforms serve as spaces for academic discourse, collaboration and social interaction. They allow students to share knowledge, participate in discussions and engage in creative projects beyond the confines of traditional classroom settings. Teachers, too, can use these networks to mentor students, encourage reflection, monitor progress and participate in ongoing dialogue. Social media tools also help in building extended communities of practice, where learning continues beyond school hours and formal curricula.

In essence, social media represents a transformative medium-one that, when used wisely, enhances both teaching and learning experiences. Its mobile and web-based capabilities foster real-time collaboration, content creation and peer engagement, redefining how knowledge is accessed and shared in the digital age.

1. ADDICTION

Addiction refers to excessive internet use that disrupts daily, social and work life. It often stems from repetitive behaviours that were once satisfying. Hazar (2011) identifies three types of social media addiction:

Cognitive content addiction

Emotional addiction

Behavioural addiction

Most social media activity happens in virtual spaces, replacing face-to-face interactions. These platforms capture attention and imagination, eventually leading users to spend more time online, as noted by Sucu (2012)

1.1. Concept of Social Media Addiction:

Social networking addiction refers to spending excessive time on platforms like Facebook or Twitter to the point that it affects daily life (Timmons and Hamiltion,2004)

Though not officially classified as a disorder, social media addiction is seen as a subset of internet addiction. It causes people to withdraw socially and feel isolated or lonely. Students show addicts often experience anger, irritability, mood swings, apathy and edginess.

1.1.2 Definitions of Social Media Addiction

According to the American Psychology Association: Addiction is a complex condition with negative consequences. Like drug, gambling or gaming addictions, people may from compulsive habits with social media that disrupt their lives.

Walker (2011) describes social media addiction as a state in which users dedicate disproportionate time to social media platforms, neglecting other vital areas of life such as education, work and interpersonal relationships.

Globally, the number of active social media users continues to rise rapidly. As per data from social media today, there are currently over 2.2 billion users worldwide, accounting for roughly 30% of the global population. This marks an increase of approximately 176 million users within a single year, highlighting the exponential growth and pervasive nature of social media use.

1.1.3 Factors Contributing to Social Media Addiction

Social media addiction among B.Ed. trainees can be attributed to a combination of personal traits, academic demands and environmental settings. This digital dependency often stems from psychological needs, social influences and the ever-evolving nature of technology.

1. Individual and Psychological Factors:

- Low Self-Esteem: Trainees with low self-confidence may rely on social media to receive approval and recognition, which in turn encourages compulsive usage.
- Stress and Anxiety: Social-media often acts as an emotional escape route. Trainees may use these platforms as a temporary distraction from academic or personal stress, which can gradually develop into addiction.
- Impulsive Personality: Certain behavioural tendencies such as impulsivity or a high need for stimulation can increase the likelihood of excessive social media usage.
- Mental Health Issues: There exists a reciprocal relationship between social media addiction and mental health challenges such as depression and anxiety, where one can exacerbate the other.

2. Academic Pressures

- **Overload and Stress:** The rigorous demands of teacher training-comprising assignments, teaching practicums and examinations-can push students towards social media as a means of relaxation or avoidance.
- **Fear of Missing Out (FOMO):** Trainees often feel compelled to stay updated with their peers and trending topics. This fear of being left out can lead to constant online engagement.
- **Decline in Academic Performance:** Prolonged time spent on social platforms detracts from study hours and concentration, resulting in decreased academic achievement.

3. Environmental and Technological Factors:

- **Platform Design and User Experience:** Social media applications are purposefully designed to retain user attention through features such as infinite scrolling, constant notifications and personalized feeds-creating a loop of continuous engagement.
- **Peer Pressure:** The widespread use of social media among peers creates an informal norm that encourages excessive use. Trainees may feel left out or disconnected if they are not actively participating online.
- **Easy Accessibility:** The availability of affordable smartphones and high-speed internet facilitates constant access, making social media use nearly unavoidable.
- **Cultural Acceptance:** In modern societies, the normalization of social media use in daily life further contributes to its habitual and often addictive nature.

Social media addiction is emerging as a significant issue for today's students. The easy availability of the internet and mobile access to social media has increased its usage, particularly among students beginning higher education. As they move away from home, social media becomes a primary means of finding companionship and spending time.

However, limited parental support and the influence of social-media can lead to adjustment problems among student teachers, potentially resulting in poor academic performance and serious mental health concerns.

Shaffer and Shoben (1956) described adjustment as a continuous process of adapting to internal and external demands. Students addicted to social media may face difficulties adjusting emotionally, socially and academically, which can lead to low academic achievement and poor interpersonal skills (Lazarus and Folkman,1984). This study focuses on how social media addiction affects adjustment, metacognitive skills and psychological well-being in prospective teachers.

A tragic example occurred on 11th March 2025, in Mandi, Himachal Pradesh, when a 17-year-old girl jumped off a bridge after her father took away her phone, highlighting the serious consequences of social media dependence.

1.2 Adjustment

The concept of adjustment is deeply embedded in our everyday experiences. Whether it's sharing space with a co-passenger on public transport or accommodating a guest at home, adjustment is essential for maintaining harmony in personal and social environments. It involves adapting to changing circumstances while meeting one's personal needs.

Definition:

In the words of Laurence F. Shaffer (1936). "Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs."

Adjustment, in psychological terms, is the ongoing effort to align one's internal needs with the external realities of life. It involves coping with new values, expectations and social standards and plays a vital role in ensuring peace within families, institutions and society at large.

Adjustment is a persistent feature of human behaviour. Development of personality is dependent on a person's ability to adjust himself to the environment. Adjustment is a process by which an individual learns certain ways of behaviour to cope with the situation which he/she attains through harmony with his/her environment (Sharma & Saini, 2013).

In the view of Colman (1988) "Adjustment is an attempt to fulfil needs and become tension free".

1.3 Metacognitive Skills:

Metacognition refers to higher-order thinking processes that involve the active regulation and control of one's cognitive functions during learning. It is widely recognized as a crucial factor in effective and successful learning. Metacognitive processes include activities such as planning how to approach a task, monitoring one's understanding and evaluating progress towards completing that task.

The term metacognition, often described as "reflecting on one's own thought processes," originates from the meaning beyond. It encapsulates the awareness and understanding of

one’s own thought processes and the strategic use of such knowledge for learning or problem-solving.

1.3.1 Components of Metacognition

Metacognition typically involves two main components:

Knowledge about cognition – awareness of one’s own cognitive strengths, weaknesses, strategies and learning preferences.

Regulation of cognition – the ability to monitor and control one’s learning through planning, information management, comprehension monitoring and self-evaluation.

1.3.2Definition of Metacognitive Skills:

In the words of Shimamura (2000) defined metacognitive skills is an “ability to evaluate and monitor one’s cognitive processes to assess future performance.”

According to Hartmann (2001) metacognitive skills refers to the “Awareness of one’s thinking, monitoring of cognitive processes and regulating them for better learning.”

Martini and Shore (2008) expressed that metacognitive skills are the “knowledge about one’s own cognitive process."

1.4 Psychological Well-Being:

Psychological well-being (PWB) refers to an individual's subjective sense of happiness, contentment, life satisfaction and psychological functioning. It reflects a positive mental state, marked by feelings of purpose, personal growth, autonomy and positive relationships.

1.4.1 Subjective Nature of PWB

Psychological well-being is inherently subjective. It encompasses internal experiences such as:Fulfilment in personal and professional roles, A sense of achievement and utility,Belongingness and Absence of distress or dissatisfaction.

It is important to note that PWB is not solely determined by favourable circumstances or the absence of illness. In fact, individuals may experience psychological well-being even in adverse situations and conversely, may lack it despite external success.

Wellness Beyond the Absence of Illness

Traditionally, psychological wellness was defined as the absence of mental disorders like anxiety or depression. However, more holistic definitions have emerged, focusing on positive indicators such as: Life meaning, Self-esteem, Positive affect, Satisfaction with daily life, Personal control, Emotional balance and Social support.

According to Bhogle and Prakash (1995), psychological well-being includes the absence of physical symptoms, suicidal thoughts and tension, along with a sense of efficiency and general contentment.

1.4.2Major Areas of Psychological Well-being

Psychological well-being is a multidimensional concept that encompasses various aspects of mental and emotional functioning. The following five key areas provide a holistic understanding of psychological well-being:

1. Life Satisfaction

Life satisfaction refers to an individual's cognitive judgment about their overall quality of life. It reflects a state of contentment and fulfilment in one's personal, professional and social spheres. This involves gratification of desires, a sense of accomplishment and peace of mind resulting from meeting one's expectations and needs.

2. Efficiency

Efficiency represents an individual's perceived effectiveness in managing time, energy and resources to achieve desired outcomes. It reflects one's ability to perform tasks productively and cope with responsibilities while maintaining a balance between effort and results. A high level of efficiency contributes significantly to one's sense of personal competence and psychological wellness.

3. Sociability

Sociability refers to the natural tendency or inclination of an individual to seek companionship and engage in social interactions. It includes qualities like friendliness, openness and the capacity to form and maintain positive relationships. Sociability is vital for building support systems, enhancing communication skills and fostering a sense of belonging.

4. Mental Health

Mental health is a core component of psychological well-being. It denotes a state of emotional, cognitive and social well-functioning. Good mental health enables an individual to handle everyday stressors, make rational decisions, maintain productivityand form healthy relationships. It is not just the absence of mental illness, but also the presence of positive psychological attributes such as resilience, emotional stability and self-awareness.

5. Interpersonal Relationships

Interpersonal relationships refer to the social connections and interactions between individuals. These relationships may vary in terms of depth and duration-from casual acquaintances to intimate bonds. Healthy interpersonal relationships are characterized by mutual trust, empathy, communication and emotional support, all of which play a crucial role in enhancing psychological well-being.

Kuppuswamy and Shankar (2010) found that social networking often captures the full attention of students, diverting it from educational pursuits toward non-academic, unethical and unproductive activities such as aimless chatting, random browsing and neglecting responsibilities. Teenagers and students primarily use social networks for entertainment and to pass time.

Tham and Ahmed (2011) examined the usage and implications of social networking sites among college students. The findings revealed that female students spent more time on social networking sites (SNSs) than male students. social networking sites usage decreased with age for both genders. Younger students were more likely to report negative effects of social networking sites use on academic performance. Significant age-related differences existed in students' perceptions of SNS impact on academics, with younger students expressing more concern. There were significant correlations between age and gender and the perceived influence of social networking sites use on personal development. Class rank and field of study were significantly related to students' perceptions of how social networking sites (SNSs) influenced their academic experience. Positive correlations were found between social networking sites usage and networking with friends, family and professionals. Negative correlations were observed between social networking sites usage and using the platforms to seek romantic relationships.

Paul, et al. (2012) studied the effect of online social networking on students' academic performance. They found a statistically significant negative relationship between time spent by students on online social networks and their academic performance.

Lajwanti and Sharma (2013) studied the effect of internet use on study habits and adjustment of higher secondary students. A sample of 480 higher secondary school students (240 boys and 240 girls) was selected by using purposive sampling from Agra City in India. Self-developed study habit Inventory for college students (S.H.I.C.S.) and Adjustment Inventory for College Students BY Sinha and Singh tools were used for collection of data. They found that significant differences in study habits and adjustment scores were found between internet users and non-users.

Kross, et al. (2013) investigated the impact of Facebook use on subjective well-being among young adults. Using a combination of real-time mood tracking and surveys over two weeks, the study found that increased Facebook use was linked to decreased life satisfaction and well-being, potentially increasing depressive symptoms.

Catherine (2014) conducted a study on the social adjustment of B.Ed. teacher trainees. The results revealed that female, rural, married, first-born and postgraduate students exhibited better social adjustment compared to their peers.

Yogaraj (2015) examined the Influence of Meta cognition and Learning Styles on Problem Solving Skill of B.Ed. Trainees: He Found that 27.2 percent of the B.Ed. trainees had low level, 50.1 percent of them have moderate level and 22.7 percent of them had high level of knowledge of cognition. Further reported that 26.9 percent of the B.Ed. trainees had low level, 51 percent of them had moderate level and 22.1 percent of them had high level of regulation of cognition. 25.6 percent of the B.Ed. trainees had low level, 51.7 percent of them had moderate level and 22.7 percent of them had high level of metacognition. No significant difference was found between male and female B.Ed. trainees with regards to their metacognition and its dimensions**.**

Indu and Vinitha (2015) conducted a study on metacognitive awareness among 1,005 higher secondary school students in Coimbatore district. They found that male students showed better metacognitive skills compared to females.

The impact of social networking sites and perceived social support on young people's psychological health was examined by Misra, Dangi, and Patel (2015). The findings showed that while there was a positive correlation between psychological well-being and online perceived social support, there was a negative correlation between social networking site use and psychological well-being.

Prabha and Magdalin (2016) investigated how online addiction among female college students was influenced by loneliness, social anxiety, psychological well-being, age, and internet user type. The findings demonstrated that the connection between Internet addiction and there was no discernible correlation between psychological well-being, social anxiety, or loneliness among female college students.

Puri and Solanki (2016) investigated the connection between adult working women's psychological health and social networking. They discovered that social networking has a

little favorable correlation with certain aspects of psychological well-being and a slight negative correlation with others relationship between female college students.

Gulacti, (2016) conducted a study on the Analysis of WhatsApp Usage for Communication Between Consulting and Emergency Physicians. concluded that subjective well-being defined as happiness and life satisfaction is distinct from psychological well-being, which involves realizing one's potential. The study found that frequent television viewers have a higher affinity for television but lower psychological well-being compared to these who watch less. Although television(TV) is a major source of leisure and well-being, excessive consumption is linked to negative effects such as reduced social capital, increased violence and crime and democratic decline. Television is often described as a "plug-in-drug" due to its ability to captivate and distract, offering immediate gratification at the expense of more meaningful experiences.

According to Husain et al. (2016), social media use is linked to international students' perceptions of social support and adjustment. 204 international students enrolled at the U.S. university participated in the survey as respondents. Online questionnaire Data was gathered using questionnaires with 28 items that were based on focused groups and literature reviews. The results showed a favorable correlation between perceived social adjustment and social media use. They also discovered a negative correlation between perceived social support and social media use.

240 internet addicts and 240 non-addicts, aged 13 to 31 and older, were randomly chosen from cybercafes and software firms in the Ahmedabad area as part of Sankhesara's (2016) study on mental health, aggression, anxiety, and adjustment among online addicts and non-addicts. The results showed that there were notable differences in anxiety levels among age groups. Regarding numerous aspects of adjustment, such as home, health, social, and emotional, there were notable differences between age groups. Age and personality type were found to have a substantial interaction effect on a number of adjustment domains, including social, emotional, health, and home. Regarding many

aspects of adjustment, such as home, health, social, and emotional, a significant interaction impact between age, gender, and person type was discovered.

Prabhakaran et al. (2016) looked into the variables linked to internet addiction among Vadodara's school-age adolescents. Seventy-four teenagers participated in the study. They discovered that 98.9% of people used the Internet. 8.7 percent of people had internet addiction (IA). In univariate analysis, IA was found to be significantly correlated with male gender, owning a personal device, hours of daily internet use, smartphone use, permanent login status, and the use of the internet for chatting, making online friends, shopping, watching movies, playing online games, searching for information online, and instant messaging. According to logistic regression, using the internet to make online friendships was a significant predictor of internet addiction (IA) (odds ratio (OR)=2.4), whereas using the internet to look up information was protective (OR = 0.20) against IA.

Masthi and Pruthvi (2017) compared social media addiction between public and private school students, focusing on associated health problems. Findings showed that a significant percentage of both groups experienced physical symptoms such as eye strain, neck pain and fatigue. Psychological issues such as anger, isolation and behavioural disturbances i.e. sleep disruption, poor hygiene were found more pronounced among private school students. Most participants exhibited mild addiction, but behavioural consequences were significant.

Joshi (2019) investigated how social media addiction and gender affect teens' psychological health, concentrating on issues including body image, emotional expressiveness, death anxiety, well-being, and the necessity of psychological counseling. The findings show that, in comparison to their peers who were not hooked, teenagers with severe social media addictions had poorer levels of wellbeing, higher levels of death dread, a greater need for psychological counseling, incorrect emotional expression, and an unattractive body image.

Chen et al. (2019) examined the connection between international students' intercultural adjustment and their motivation for using social media. Purposive sampling was used to identify 103 international students as study participants. To examine the link between various variables, statistics such as multiple regressions, Pearson's product moment correlation, and the t-test were used. The findings showed a positive relationship between the degree of intercultural adjustment and the motivation behind social media use.

Twenge and Cambell (2019) examined the relationship between digital media use (smartphones, computers, social media, gaming, internet) and psychological well-being such as happiness, general well-being, depression, suicidal ideation and suicide attempts- among adolescents. Using three large-scale surveys from the U.S. and the U.K., the study compared light and heavy digital media users. Findings revealed that light users consistently reported significantly higher psychological well-being than heavy users across all datasets. Heavy users were 48 percent to 171 percent more likely to report unhappiness, low well-being or suicide-related risk factors. The study reported that greater digital media use was associated with lower well-being in adolescents.

Sankar and Vijayaraghavan (2020) investigated how undergraduate college students' addiction to social media affected their ability to adjust. Using stratified purposive sampling, 122 undergraduate students enrolled in different education programs made up the sample. They discovered that college students who are addicted to social media had worse adjustment. The study discovered that social media addiction was influenced by gender. It was shown that men were more dependent on social media than women.

Priya and Deepa M. (2020) This study examined how social media use affected the mental health of students at two Chennai-based deemed universities. Ninety respondents made up the study's sample. They discovered a strong correlation between the quantity of platforms used and the amount of time spent on social networking sites (SNS). Additionally, regular social media use was linked to higher anxiety levels, with users expressing higher levels of engagement on social media than in real life. According to the

study, students' mental health is negatively impacted by excessive usage of various social networking sites (SNS) platforms, which can lead to disorders like anxiety and despair.

In 2020, Thilagavathi This study examined the impact of social media, social skills, and health awareness on high school students' academic performance using a survey method. A sample of 600 kids between the ages of 13 and 15 was chosen at random for the study. The majority of students showed average levels in all areas, according to the data. The study highlighted the relationship between social behaviors and academic achievement, indicating the need for balanced media consumption, even if no extreme trends were found.

Pal (2020) examined how social media usage influences conflict management styles, emotional intelligence, mental health and personality traits among secondary school students. The findings showed that students with high social media usage tended to adopt a dominating style in conflict management more frequently than those with moderate or low usage. Conversely, students with lower social media usage favoured the integrating style, promoting cooperative and solution-oriented conflict resolution. The study also indicated that high and moderate users were more likely to use the obliging style than low users, suggesting an emotional adjustment pattern influenced by digital exposure.

Kumar, V. (2021) studied the effects of cyberbullying on adolescent well-being. The findings revealed that 45.2 percent of adolescents reported feelings of depression or unhappiness due to online harassment. The study highlighted the urgent need for intervention strategies to protect adolescent mental health and prevent the development of suicidal ideation.

Dragana et al. (2021) used a mediated model to investigate how social media use affects psychological well-being. Their findings support rising worries that users' psychological well-being may suffer as a result of increased social media use. 940 Mexican social media users participated in the study, which used structural equation modeling to

evaluate the hypothesis. Due mostly to the beneficial impacts of connecting and bridging social capital, the results showed that social media use had an overall favorable indirect impact on psychological well-being. The explanatory power of the empirical model was 45.1%.

A study by Kurniawan et al. (2021) investigated the effect of social media intensity on junior high school students' mental health, specifically with regard to apathetic behavior. A sample of 120 pupils from three schools—60.8% female and 39.2% male—were included in the study. The data were analyzed using univariate and bivariate (Pearson's correlation) methodologies through the use of a structured questionnaire and interview procedure. The findings showed a substantial correlation between increased apathy and higher levels of social media use. Due to emotional desensitization brought on by too much social media use, students reported feeling increasingly disengaged and unconcerned with societal and global issues.

A study on the "impact of social-media on everyday life of the youth" was carried out by Chauhan (2021). Purposive sampling was used to choose 200 young students from several Haryanan universities. Interviews were scheduled in order to gather data. According to the results, social media is a useful tool for discussing and resolving personal, societal, and national issues, according to the majority of respondents. Social media occasionally assisted them in enhancing their academic knowledge, according to 27.5 percent of female respondents and 22.5 percent of male respondents. The majority of those surveyed claimed that social media has reduced their in-person interactions while also lowering their anxiety levels.

Sharma and Sharma (2021) investigated the Social media usage and adjustment among B.Ed. students: A study in Indian Context and found that social-media usage among Indian B.Ed. students was associated with higher stress levels, poor academic adjustment and reduced face-to-face communication. The findings suggest the urgent need for digital wellness programs and counselling in teacher education institutes.

Bathla (2022) evaluated how social media affected secondary school students' academic performance and mental health. 600 students from Classes 9 and 10 made up the sample, which was stratified by gender, school type (private or public), and school location (rural versus urban). Students' final test scores, a standardized mental health assessment, and a self-created social media scale were used to gather data. The impact of social media on academic performance and mental health was found to be weakly positively correlated by the study. The findings imply that social media use does affect student performance, while not being a highly predictive factor, and that educators and policymakers should pay attention to this.

The effect of social media addiction on teenage students' mental health and psychological well-being was investigated by Khan and Singh (2022). The purpose of the study was to ascertain how social media addiction affected the students' psychological and mental health. They discovered that students who use social media more frequently tend to have worse mental health and psychological well-being, whereas students who use social media less frequently tend to have better mental health and psychological well-being. Additionally, they discovered a favorable correlation between psychological well-being, mental health, and social media addiction. Additionally, there was a notable difference in the adolescents' psychological and mental health between the two types of schools.

Abinayaa (2023) investigated the effects of social media addiction on teenagers' mental health. The current study examines the connection between adolescent mental health and social media addiction. One hundred teenagers in the city of Coimbatore participated in the study. According to his analysis, the majority of pupils suffered from social media addiction, which had a variety of detrimental psychological effects on teenagers.

According to Elena et al. (2024), who look at the effects of social media consumption on teenage psychological well-being, using social media, especially for teenagers, may have the opposite effect. Studies have shown that social media use has a negative impact on

wellbeing, which has led to calls for increased regulation and scrutiny of social media platforms.

Higher levels of negative and positive social media use metacognitions were linked to higher levels of depression, anxiety, FOMO, loneliness, social media engagement, and social media addiction, as well as lower levels of mindfulness, according to Jai Meynadier et al.'s (2024) analysis of the relationships between social media addiction, social media use metacognitions, depression, anxiety, loneliness, and mindfulness. According to the study, metacognitions about social media use were significant indicators of social media addiction.

Feng and associates (2025). examine the connection between Chinese college students' academic exhaustion, social media addiction, and mental health: An analysis of networks: The study discovered a strong positive relationship between mental health problems, academic fatigue, and social media addiction. Overuse of social media has been shown to exacerbate anxiety and depressive symptoms, distract pupils, and lead to academic burnout.

3 Need and Significance of the Study

The widespread usage of social media in the contemporary, digital age has genuinely altered communication, lifestyle, and human contact. Young adults, especially aspiring teachers, who are in a critical stage in their professional and personal growth, are among the most impacted groups. The distinction between addiction and healthy use is frequently blurred by prolonged use of social media platforms for communication, entertainment, and even education. Addiction to social media, which is defined by obsessive and excessive use, has become a rising issue that can have a detrimental effect on a person's life in a number of ways.

This study is particularly needed in the context of prospective teachers because they are not only learners but also future educators who are expected to model appropriate behaviour and demonstrate effective cognitive and emotional regulation. Social-media addiction can significantly hinder their adjustment, metacognitive skills and psychological well-being, which are essential attributes for effective teaching and learning environments.

The process of getting along with oneself and other people is called adjustment. It is a process whereby an individual modifies his behavior to create a more harmonious interaction with his surroundings. Stress, poor academic performance, interpersonal difficulties, and professional discontent are all signs of poor adjustment for aspiring teachers. The term "social media addiction" describes an overwhelming and obsessive need to access social media websites and applications, frequently interfering with daily life and personal obligations. Addiction to social media can cause anxiety, sleep issues, and social disengagement, all of which have a negative impact on social, academic, and personal adjustment.

Metacognitive skills, which involve the self-awareness and self-regulation of one's own learning processes, are vital for teachers to plan, monitor and evaluate or monitor their teaching strategies. These skills also enable teachers to explore independent learning among students. However, continuous engagement with social media can reduce attention span, impair self-regulation and diminish critical thinking, thereby weakening metacognitive capabilities.

Psychological well-being encompasses emotional health, life satisfaction and the ability to manage stress effectively. With the constant comparison, cyberbullying and validation-seeking behaviours prevalent on social media, individuals often experience low self-esteem, mental depression and anxiety. For prospective teachers, deteriorating psychological well-being can lead to burnout, decreased motivation and a lack of enthusiasm in teaching-ultimately compromising the quality of education they provide.

The significance of this study lies in its potential to shed light on the lesser-explored psychological and cognitive implications of social media addiction among future educators. Understanding these impacts will help educators, policymakers and institutions recognize the need for digital wellness programs and psychological support systems in teacher education. It will also encourage the integration of media literacy and self-regulation training into the curriculum to promote responsible and mindful social media use.

Moreover, the findings of this study will contribute to existing literature by bridging the gap between technology use and teacher preparation, an area that is becoming increasingly relevant in the 21st-century educational landscape. By addressing the psychological and cognitive challenges posed by excessive social media use, this research aims to support the development of well-adjusted, mentally healthy and metacognitively skilled teachers who can lead by example and effectively contribute to the academic and emotional development of their future students.

The findings of the present research serve as bedrock for policy making, developing strategies related to technological advancement for harnessing or maximizing the advantages of social media use while minimizing its potential drawbacks. It contributes to the complete development and holistic well-being of individuals with in a technologically connected world.

The current study will offer a strong foundation for comprehending the direct effects of social media addiction on the psychological health, metacognitive abilities, and adjustment of aspiring teachers. However, the quick development of technology and young people's digital behavior necessitate ongoing, varied, and multidisciplinary research. Future expansion of this work will support improved mental health practices, more efficient teacher education programs, and a healthier digital environment. Even though a lot of research has been done on social media addiction in connection to many factors, the researcher was unable to locate any studies that looked at the impact of adjustment, metacognitive abilities, and the psychological health of aspiring teachers. Therefore, it was deemed valuable to conduct the current study for research.

4 STATEMENT OF THE PROBLEM

"IMPACT OF SOCIAL MEDIA ADDICTION ON ADJUSTMENT, METACOGNITIVE SKILLS and PSYCHOLOGICAL WELL-BEING OF PROSPECTIVE TEACHERS"

5 OBJECTIVES OF THE STUDY

By reviewing the related literature the researcher will be proposed the following objectives:

1. To study the level of Social Media Addiction among prospective teachers.
2. To study the level of Adjustment among prospective teachers.
3. To study the level of psychological well-being among prospective teachers.
4. To study the level of Metacognitive Skills (Dimension-wise Overall) among prospective teachers.
5. To study the effect of Social Media Addiction on Adjustment (Dimension wise and overall) of prospective teachers.
6. To study the effect of Social Media Addiction on Metacognitive Skills (Dimension-wise and overall) of prospective teachers.
7. To study the effect of Social Media Addiction on psychological well-being of prospective teachers.
8. To study the correlation between social media addiction and Adjustment among prospective teachers.
9. To study the correlation between social media addiction and metacognitive skills among prospective teachers.
10. To study the correlation between social media addiction and psychological well-being.

6. HYPOTHESES OF THE STUDY:

The following hypotheses will be formulated by the investigator for undertaking the present study:

1. There will be no significant impact of social media addiction on Adjustment (Dimension-wise and overall) among Prospective teachers.
2. There will be no significant impact of social media addiction on Metacognitive skills (Dimension-wise and overall) among Prospective teachers.
3. There will be no significant impact of social media addiction on Psychological well- being (Dimension-wise and overall) of Prospective teachers.
4. There will be no significant corelation between social media addiction and adjustment among prospective teachers.
5. There will be no significant corelation between social media addiction and Metacognitive skills among prospective teachers.
6. There will be no significant corelation between social media addiction and psychological well-being (Dimension-wise and overall) of prospective teachers.

7. DELIMITATIONS OF THE STUDY:

The present study will be delimited in its scope to following aspects:

1. The study will be restricted to B.Ed. prospective teachers studying in B.Ed. Training institution affiliated to Himachal Pradesh university Shimla and Sardar Patel University Mandi.
2. The present study will be delimited to four independent variables (gender, stream, locale and social media addiction) and Three dependent Variables (Adjustment, Metacognitive Skills and Psychological Well-Being.
3. Study will be restricted to six districts namely Shimla, Kangra, Chamba, Mandi, Hamirpur and Bilaspur.

8. OPERATIONAL DEFINITION OF KEY TERMS

Social-media Addiction: Social media addiction is a term used to describe a situation wherever a user spends excessive time on social media sites (e.g., Facebook, Twitter, Instagram). In the present study, Social-media addiction refers to the score obtained by prospective teachers on social media addiction scale" developed by K. Arunkumar and T. Premalatha (2021)

Adjustment: Adjustment involves aligning personal needs with the environmental conditions that affect their fulfillment. In the present study, adjustment refers to the scores obtained by prospective teachers on adjustment inventory developed by R. K. Ojha (1994)

Metacognitive Skills: Meta cognitive is set of skills that involve "reflecting on one's own thought processes." In the present study, meta-cognitive skills refer to the scores obtained by prospective teachers on meta-cognitive skills scale developed by Gupta, M. and Suman (2017)

Psychological Well-Being: Generally linked to wellness, the word psychological well-being (PWB) has several different connotations. According to the majority of earlier research, "well-being" is defined as not being ill and as not having anxiety, depression, or other mental health issues. According to Bhogle and Prakash (1995), the PWB encompasses the following: meaning in life, lack of physical symptoms, self-esteem, positive affect, daily activities, satisfaction, lack of suicidal thoughts, personal control, social support, lack of tension, and overall efficiency. The scores on the psychology well-being scale created by D. Sisodia and Choudhary (2023) are used in this study to determine psychological well-being.

Gender: - It refers to male and female B.Ed. Trainees.

Locale: - It refers to the urban and rural locality from where prospective teachers belong.

Academic Stream: - It refers to science stream (Medical and non-medical) and arts stream (Arts and Commerce).

Prospective Teachers: In the present study, prospective teacher (teacher trainees) will be those students who are studying in B.Ed. course of government and private teacher education institutions of Himachal Pradesh.

9. METHODOLOGY

9.1 Method

In the present study, Descriptive research method will be used by the investigator.

9.2 Sample of The Study:

9.2.1 Population: In the present study, all the B.Ed. pre-service teachers studying in different government and private and self-financed colleges situated in districts of Himachal Pradesh constitute the population of the present study.

9.2.2 Sampling Technique: For achieving the objectives of the present study, Stratified and simple Random sampling technique will be followed: -

Stage-1 At the first stage out of 12 district of Himachal Pradesh six district (Shimla, Kangra, Bilaspur, Mandi, Hamirpur, Chamba) will be selected on the basis of literacy rate.

Stage-2 At the second stage, 02 Government and 15 Private colleges will be selected from the sampled district by using random sampling technique.

Stage-3 At the third stage prospective teachers will be selected by using random sampling. The Researcher will try to cover minimum 850 prospective teachers (50 from each sampled colleges).

9.3 Research Tools to be Used

The selection of tools is vital importance for successful conduction of research. In order to achieve the objectives of the study following research tools will be used by the investigator:

9.3.1Adjustment Inventory: For measuring the adjustment problems among prospective teachers Adjustment inventory developed by R. K. Ojha Adjustment inventory, (1994) will be used.

9.3.2Psychological Well-Being Scale: For measuring the psychological well-being of prospective teachers, psychological well-being scale prepared by D. Sisodia and Choudhary, (2023) will be used.

9.3.3Metacognitive Skill Scale: For measuring metacognitive skills of prospective teachers' Metacognitive skill scale prepared by Gupta and Suman, (2017) will be used.

9.3.4 Social-Media Addiction Scale: For measuring the social media addiction among prospective teachers, social media addiction scale developed by K. Arunkumar and T. Premalatha, (2021) will be used.

10. VARIABLES OF THE STUDY

In the present study, following variables will be used by the researcher as dependent and independent variables of the study.

10.1 Dependent Variables:

In the present study following variables will be selected as dependent variables: -

- Metacognitive Skills
- Adjustment
- Psychological Well-Being

Independent Variables: In the present study following variables will be selected as independent variables:

- Social Media Addiction
- Gender
- Local
- Academic Stream

11. Statistical Design

2x2x3 factorial design will be used for the present study

Gender X Locality X Social Media Addiction (2x2x3 design)

Scores of prospective teachers on all three dependent Variables (dimension-wise and overall)

Gender X Stream X Social Media Addiction (2x2x3design)

Scores of prospective teachers on all three dependent Variables (dimension-wise and overall)

Locality X Stream X Social Media Addiction (2X2X3) design

Scores of prospective teachers on all three dependent Variables (dimension-wise and overall)

12. Statistical Technique Used:

Descriptives statistics i.e. mean, median ,mode and standard deviation, Kurtosis and skewness will be used to describe the variability of scores. Correlation analysis will be used to see the relationship between dependent and independent variables. To study the main effect and interactional effect of independent variables on dependent variables Analysis of Variance (ANOVA) will be used.

REFERENCES

Abinayaa, M. (2023). Social Media Addiction and Its Impact on Mental Health Among Adolescents. *International Journal of Indian Psychology,* 11(4), 2484-2490. DOI: 10.25215/1104.231,

Arun K. and Premalatha T. (2021). Teacher Educators Attitude Towards the Use of Social Media by Student Teachers. Retrieved from: on dated:10.06.2025.

Arun, K. and Premalatha T. (2022). Social-Media: Are the budding teachers addicted to its usage. *Research and Reflections on Education,* 20 (2A). Retrieved from: on dated: 06.05.2025)

Bathla, N.(2022). *Impact of Social-Media on the Mental Health and Academic Achievement of Secondary School Students.* Published Doctoral dissertation, Panjab University.

Chauhan, R. (2021). *Impact of Social-media on Everyday life of the Youth.* Doctoral dissertation, Banaras Hindu University. Retrieved from Vidyapith.

Catherine, T.(2014). Social adjustment among B.Ed. Teacher trainees. *International Journal of Innovative Research and Development,* 3(6), 126-128.

Ostic,D., Qalati, S.A., Barbosa,B., Shah,S.M.M., Vela, E.G., Herzallah, A.M. & Liu, F. (2021). Effects of Social Media Use on Psychological Well-Being: A Mediated Model. *Frontiers in Psychology,* 12, 1-13, retrieved from on dated 24-06-2025.

Fumagalli, E. J. Shrum and. Lowrey, Tinam (2024) The Effects of Social Media Consumption on Adolescent Psychological Well-Being, *Journal of the Association for Consumer Research*, 9, (2).

Faulhaber, M. E., Lee, J.E and Gentile, D.A. (2023), "The Effect of Self-Monitoring Limited Social Media Use on Psychological Well-Being," Technology, Mind and Behavior, 1-10, retrieved from on dated 24-06-2025.

Feng, T., Wang, B., Mi, Mingdi., Lei, Ren., Wu, Lin, Wang, Hui Xufeng. Liu, Wang, X. (2025) The relationships between mental health and social media addiction and between academic burnout and social media addiction among Chinese college students: A network analysis, Heliyon, Elsevier ,11 (3)1-13. Retrieved from on dated 16.06-2025.

Gray, J. S. (1936). Review of the psychology of adjustment. *The Journal of Abnormal and Social Psychology,* 31(3), 370–372.

Gulacti, U., Lok, U., Hatipoglu, S. and Polat, H. (2016). An Analysis of WhatsApp Usage for Communication Between Consulting and Emergency Physicians. *Journal of Medical Systems,* 40(6). doi:10.1007/s10916-016-0483-8

Haynie, M.J., Shepherd, D., Mosakowski, E. and Earley, P. (2010). A situated metacognitive model of the entrepreneurial mindset. *Journal of Business Venturing,* 25, 217-229

Hancock, Jeffrey T., Sunny Xun Liu, Mufan Luo and Hannah Mieczkowski (2022), "Social Media and Psychological Well-Being," in The Psychology of Technology: Social Science Research in the Age of Big Data, ed. Sandra C. Matz, Washington, DC: *American Psychological Association,* 195–238.

Hartman, H. (2001). *Teaching metacognitively.* In H. Hartman (Ed.), *Metacognition In Learning And Instruction: Theory, Research And Practice.* Kluwer Academic Publishers. https://doi.org/10.1007/978-94-017-2243-8

Indu, H. and Vinitha, G. (2015) Metacognitive Awareness among Adolescents. Paripex-Indian Journal of Research,4 (8).

Jai Meynadier, John M. Malouff, Nicola S. Schutte, Mark D. Griffiths and Natasha M. Loi1 (2024). Relationships Between Social Media Addiction, Social Media Use Metacognitions, Depression, Anxiety, Fear of Missing Out, Loneliness and Mindfulness. International Journal of Mental Health and Addiction.doi:10.1007/s11469-024-01440-8. Retrieved from .

Joshi, N. (2019). A study of well-being among teenagers in relation to social media. (Doctoral dissertation), Mohan Lal Sukhadia University http://hdl. handle.net /10603/30633

Khan, T. and Singh, A.S. (2022) Impact of Social Media Addiction on Mental Health and Psychological Well-being of Adolescent students. International Journal of Research Publication and Reviews, 3 (1) 482-485.

Kross E, Verduyn P, Demiralp E, Park J, Lee D.S., Lin N, (2013) Facebook Use Predicts Declines in Subjective Well-Being in Young Adults. PLoS ONE 8(8): e69841.

Kuppuswamy, S. and Shankar Narayan, P.B. (2010). The Impact of Social Networking Websites on The Education of Youth. Retrieved 25 September, 2014, from http//: .

Lajwanti and Atm Prakash Sharma (2013). Effect of Internet Use on Study Habits and Adjustment of Higher Secondary Students. International Journal of Educational Research and Technology, 4 (1) 52-59.

Lazarus, R.S. and Folkman, S. (1984). Stress appraisal and coping. New York: Springer Publishing Company.

M and Selvaraj, (2013) Impact of social media on students' academic performance. International Journal of creative research Thoughts (IJCRT)12, issue 06.05.2025ISSN:2320-2882

Martini, R. and Shore, B. M. (2008). Pointing to parallels in ability-related differences in the use of metacognition in academic and psychomotor tasks. Learning and Individual Differences, 18(2), 237-247. doi: 10.1016/j.lindif.2007.08.004.

Misra, N., Dangi, S. and Patel, S. (2015). Gender Differences in Usage of Social Networking Sites and Perceived Online Social Support on Psychological Well Being of Youth. The International Journal of Indian Psychology, 3(1), ISSN 2348- 5396 (e) | ISSN: 2349-3429 (p).

Masthi, R. and Pruthvi, S., (2017). A Comparative Study on Social Media Addiction Between Public and Private High School Students of Urban Bangalore, India. ASEAN Journal of Psychiatry,18 (2), July - December 2017.

Pal, S. (2020). Impact of Social-Media on conflict management style, Emotional Intelligence, Mental health and Personality. (Doctoral dissertation, University of Allahabad). .handle.net/10603/349708

Paul, J., Baker, H. and Cochran, J. (2012). Effect of online social networking on student academic performance. Computers in human behaviour, 28, 2117-2127. Retrieved from

Pintrich, P (2002). The Role of Metacognitive Knowledge in learning, Teaching and Assessing. Theory into Practice, 41, 219-226.

P, Sankhesara, S, Makvana. (2016). A Study of Anxiety among Internet Addicts and Non-Addicts. International Journal of Indian Psychology,2 (3), doi:10.25215/0203.071, DIP:18.01.071/201

Prabhakaran, M. C. Anusha, Patel, V. Rajvee, Ganjiwale, D. Jaishree, Somashekhar, M. Nimbalkar (2016). Factors associated with internet addiction among school-going adolescents in Vadodara. , 5(4):765-769 doi:

Prabha, D. and Magdalin, S. (2016). Loneliness, social anxiety and psychological wellbeing in relation to Internet addiction among women college students. The International Journal of Indian Psychology, 3, (63) ISSN 2348-5396 (e), ISSN: 2349-3429 (p).

Puri, P. and Solanki, S. (2016). Relationship between social networking and psychological wellbeing among adult working females. 1st Asia-Pacific conference of Rajasthan psychology academy. Souvenir, page no. 44-45.

Sankar B.K. and Vijayaraghavan A. (2020). Relation of social media addiction on adjustment among undergraduate college students. International Journal of Indian Psychology, 8(3), 1532-1538. retrieved on dated 1-04-2025 from DIP:18.01.156/20200803, doi:10.25215/0803.156.

Seo, H., Harn, R.-W., Ebrahim, H. and Aldana, J. (2016). International students' social media use and social adjustment. First Monday, 21(11).

Schraw, G. and Dennison, R. S. (1994). Assessing metacognitive awareness. Contemporary Educational Psychology, 19, (4) 460–475.

Schmidt, A.M. and Ford, J.K. (2006). Learning with a learner control training environment: the interactive effects of goal orientation and metacognitive instruction on learning outcomes. Personnel Psychology,56(2)

Shaffer, L. F. andShoben, E. J. (1956). The Psychology of Adjustment: A Dynamic and Experimental Approach to Personality and Mental Hygiene. ISBN 10/ISBN 13:

Shimamura, Arthur (2000). . Psychobiology, 28 (2), 207–218. .

Sharma, S. and Sharma, A. (2021). Social media usage and adjustment among B.Ed. students: A study in Indian context. Educational Quest: An International Journal of Education and Applied Social Sciences, 12(3), 171–176.

Sharma, P. and Saini, N. (2013). Health, social and emotional problems of college students. IOSR Journal of Humanities and Social Science, 14(5), 21-34. Retrieved from

Suzanne Zivnuska, John R. Carlson, Dawn S. Carlson, Ranida B. Harris & Kenneth J. Harris (2019). Social Media Addiction and Social Media Reactions: The Implications for Job Performance. The Journal of social psychology, 159(6), 746-760.

Thilagavathi, T (2020). Impact of Social-Media, social skills and health awareness on academic Achievement of high school students (Doctoral dissertation, Mother Teresa Women University)..net /10603/335563/

Tham, J. and Ahmed, N. (2011). The usage and implications of social networking sites among college students. Journal of Intra personal, Intra cultural and Mass communication, 2(1):1-11.

Twenge, J. M. and Campbell, W. K. (2019). Media use is linked to lower psychological Well Being: Evidence from three datasets. Psychiatric Quarterly, 90, (2) 311-331.

Walker, L. (2011). What Is Social Networking Addiction? Retrieved September 2, 2015, from

Yogaraj, T. and Selvaraju, R. (2015). A Gender-Wise Analysis on Metacognition and Learning Styles on Problem Solving Skill of B.Ed. Trainees. Paripex-Indian Journal of Research, 4(3), 1-2. Retrieved on March 16, 2015, from

Zendle, D. and Bowden-Jones, H. (2019). Is excessive use of social media an addiction? BMJ,365, l2171.

****